

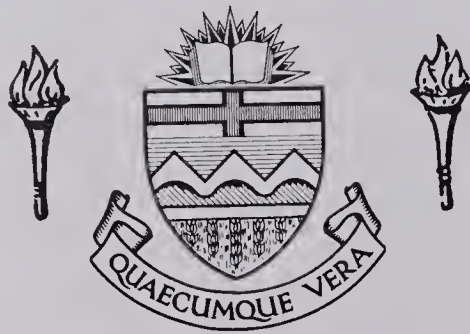
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To the memory of Dad

(1888-1911)

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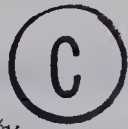
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THE UNIVERSITY OF ALBERTA

COUNSELLOR SELF-IDEAL CONGRUENCE:

A STUDY OF CONGRUENCE BETWEEN CONCEPTS OF SELF AND IDEAL-SELF
AND ITS RELATIONSHIP TO RATED PERFORMANCE OF COUNSELLOR TRAINEES

by



JAMES PARK

A THESIS

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ABSTRACT

The primary purpose of the present study was to examine congruence between concepts of self and ideal-self (S-I congruence) and its relationship to rated performance of counsellor trainees.

The subjects in the present study were 69 counsellor trainees registered in the Educational Psychology counselling practicum course at the University of Alberta. Self concept and ideal-self concept scores were obtained by administering the Interpersonal Check List to these trainees at the beginning and at the end of the practicum course. S-I congruence was calculated with a vector distance formula and compared with counsellor trainee performance, as indicated by final practicum grades, and other supervisor evaluations.

A curvilinear relationship ($p < .05$) was found between S-I congruence and rated counsellor trainee performance. The parabolic curve which best describes the relationship has concave down directionality which thus suggests the presence of an optimal range of S-I congruence. Further analyses revealed the nature of the relationship between S-I congruence and rated trainee performance for groups divided according to sex differences and training class.

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

In recent years several theorists have emphasized the importance of the "self" and "concepts of the self" as essential elements in the explanation of personality development and accompanying behavior. Prominent among these "self-theorists" has been Carl Rogers, whose writings represent the influence of Raimy (1943) and Lecky (1945), and his own clinical experiences. Central in Rogerian personality theory has been the hypothesis that congruence of self and experience is an underlying necessity for attainment of satisfying, adjusted, and effective behavior as a "fully functioning being." There has, however, been some difficulty encountered by researchers of personality constructs who have tried to ascertain methods for measuring congruence between self and experience. Subsequently, Rogers suggested that the discrepancy between the self concept, which consists of those perceptions an individual has of himself, and the ideal-self concept, which contains the aspirations of the way an individual would like to be, represents an indirect means for evaluating the self and experience hypothesis.

In addition to this Rogerian suggestion, such a discrepancy between the self and ideal-self concepts has been viewed as psychologically meaningful in the sense that both the self concept and ideal-self concept have been viewed traditionally as important referents of human behavior (Lecky, 1945; Horney, 1942; Wylie, 1968). The following remarks by Lazarus (1963) illustrate the importance given to concepts of self by phenomenologists:

Self concepts are complex and variable and they determine how persons will react to and deal with a wide variety of situations. These conceptions of who and what one is not only comprise central values and belief systems, but also include images of one-self as physically strong or weak, attractive or unattractive, popular or unpopular, and so on, based partly on the reflected appraisals of other people with whom one has had contact. According to self theorists, this differentiated portion of the phenomenal field, the self concept, determines all behavior. And most behavior, indeed, is organized around efforts to preserve and enhance this phenomenal self. (p. 61).

More recently, in attempting to classify etiological factors which might have some meaning for a psychology which would attempt to integrate several approaches to personality theory and therapy, Carkhuff and Berenson (1967) have stated that:

1. The Self concept is a high-level general factor, the valence of which determines the valence of attitudes towards the Self and Others.
2. The composition of the Self concept determines the levels of performance and achievement to which the person aspires.
3. The person must like himself in order to have Self confidence and be able to face the world. However, some dissatisfaction with Self status may be a necessary precondition for change.
4. Important discrepancies between the Actual and Ideal Self statuses may result in anxiety, which ideally may stimulate compensatory efforts. Too great Self inconsistencies or discrepancy between actual and ideal Selves may result in demoralization.
5. Higher-level integrations depend upon volitional consciousness, normal operation of controls, and intact executive Self functioning.
6. Mental health depends upon strong Ego functioning (p. 253).

Self - Ideal-Self (S-I) Congruence

The self concept (S) and the ideal-self concept (I) have been viewed as "objects" to which an individual refers in performing daily functions and evaluating incoming experiences. The degree of global similarity between these two concepts has traditionally been referred to as self - ideal-self (S-I) congruence (Wylie, 1961).

Purpose of the Present Study

By definition, counselling necessitates the involvement of at least two individuals in some mutual relationship. Typically, one member of the dyad, the client, hopes to overcome some difficulty by developing insight and understanding of his problem, and perhaps undergo some behavioral change. The second partner in the dyad, the counsellor, attempts to maintain conditions which will encourage the client to resolve his difficulties. Accumulating evidence has been found suggesting that the most effective element in counselling is the personality of the counsellor (Allen, 1967; Bergin, 1963; Krumboltz, 1964; Patterson, 1966). The self of the counsellor can be viewed as a crucial variable in counselling performance. However, as Arbuckle (1966) has observed, "there is a definite paucity of material when one is looking for some evidence as to how the counsellor views himself, or the self that he is presenting to the client" (p. 807).

Research in other fields, attempting to relate effective performance to certain personality characteristics, has so far proved to be rather disappointing. Getzels and Jackson (1963), after surveying 800 studies on teacher performance, concluded that little is known about

the relation between teacher personality and teacher effectiveness. Holt and Luborsky (1958), working with psychiatrists, and Snyder (1955), studying clinical psychologists, also found little evidence for associating particular personality traits with effective performance. Encouraging, however, were recent findings by Allen (1967) and Whiteley et. al. (1967) which indicated that certain personality dimensions are positively related to effectiveness in counselling.

The general purpose of the study to be reported here was to examine the relationship between S-I congruence and the rated performance of counsellor trainees in a practicum course. Three hypotheses, suggesting that a relationship* exists between S-I congruence and ratings of counsellor performance, were formulated (Chapter 3).

The rationale for hypothesizing that a relationship exists between S-I congruence and counselling performance was partly based on the premise that there should be a logical bond between performance and adjustment. Several researchers (Block & Thomas, 1955; Butler & Haigh, 1954; Rogers, 1951; Turner & Vanderlippe, 1958) have suggested that S-I congruence might be utilized as an index of adjustment. There has been some debate as to whether the relationship between S-I congruence and adjustment, as measured by a variety of criteria, is linear (as suggested by Rogers in 1951), or curvilinear (as suggested by Block and Thomas in 1955). It was therefore necessary to test

* Decision rule: $p < .05$ was the level of significance required for rejection of null hypotheses in the present study.

whether the hypothesized relationships between S-I congruence and counselling performance were linear or curvilinear.

It was the writer's hope that any relationships found would serve to validate, refute, or extend the present meanings suggested for S-I congruence and perhaps contribute to our present understandings of counsellors in training.

Introduction to the Text

Chapter I briefly discusses self and ideal-self concepts, self - ideal-self (S-I) congruence, and the purpose of the present study. Chapter II is devoted to a review of the literature pertaining to Rogers' "Self Theory," S-I congruence, and counselling performance. The research design, instrumentation, administrative procedures, and statistical tests, are described in Chapter III. The results obtained from tests of the hypotheses, and some additional findings, are reported in Chapter IV. Chapter V includes a summary of the study, conclusions about the hypotheses, and a discussion of the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

The excitement generated in behavioral research by the "self" as a measurable construct is evidenced by the numerous studies pertaining to it in the literature. By 1961 Wylie had already reviewed over 400 articles on the self concept. Undoubtedly its popularity as a psychological entity has not decreased since that time. The following review of related literature primarily focuses upon those aspects of Rogerian theory which provide a rationale for suspecting the importance of S-I congruence. A number of studies which have utilized S-I congruence measures as indices of adjustment, self-acceptance, and effectiveness are discussed. In addition, a major portion of this chapter is devoted to an examination of studies on counsellor performance. The "criterion problem," which has plagued other studies on counsellor performance, is also discussed.

Rogers' Self Theory

By his own admission Carl Rogers' "Self Theory" is not complete. It represents an attempt to explain some of the phenomena which he has experienced, not only in counselling, but generally in life. He has stated that any theory should be viewed as "a fallible, changing attempt to construct a network of gossamar threads which will contain the solid facts...which serves...as a stimulus to further creative thinking" (1959, p. 191). The following condensations of portions of Rogers' theory of personality, then, must be viewed as representing tentative rather than permanent views.

Self Concept. As a phenomenologist, Rogers has maintained that an individual can only know reality as an experience of his perceptions. From the entire field of experiences, a segment known as the self concept gradually differentiates from infancy through adulthood. Rogers has described the self concept as "a fluid and changing gestalt, a process..." (1959, p. 200). It consists of those perceptions the organism has of the relationships between the self and others in the environment. Though available to awareness, it is a gestalt which need not reside in awareness.

The Actualizing Tendency. In Rogerian theory the "actualizing tendency," which is an inherent tendency for the individual to maintain and enhance the organism, has been viewed as an important motivating force in personality development. Rogers (1959) has stated:

It should be noted that this basic actualizing tendency is the only motive which is postulated in this theoretical system. It should also be noted that it is the organism as a whole, and only the organism as a whole, which exhibits this tendency. There are no homunculi, no other sources of energy or action in the system. The self, for example, is an important construct in our theory, but the self does not "do" anything. It is only one expression of the general tendency of the organism to behave in those ways which maintain and enhance itself.

It might also be mentioned that such concepts of motivation as are termed need-reduction, tension-reduction, drive-reduction, are included in this concept (1959, p. 196).

The Organismic Valuing Process. Rogers (1959) has postulated that as the organism develops it interacts with experiences in terms of the actualizing tendency. By engaging in an "organismic valuing process" (a process in which values are never fixed or rigid), the organism evaluates experiences with respect to their ability to fulfill the

needs of the actualizing tendency.

Two Important Needs. As the organism develops, two important needs emerge. Rogers has referred to these needs as the need for positive regard and the need for positive self-regard.

The need for positive regard is a universal need. Rogers is uncertain as to whether it is inherent or learned. The satisfaction of the need for positive regard is based upon inferences from the experiential field of significant others. When an individual is aware of satisfying another's need for positive regard, he satisfies his own need for positive regard.

The need for positive self-regard is a learned need which develops out of self-experiences with the satisfaction or frustration of the need for positive regard. Rogers has expressed the view that while self-regard is a result of first experiencing positive regard from others, it becomes an attitude which is no longer directly dependent upon the attitudes of others.

The degree of satisfaction experienced by the organism of the needs for positive regard and positive self-regard have an important effect on personality development. Indeed, Rogers has suggested that feelings of worthiness, which have a direct effect on behavior, are a consequence of satisfaction of these needs.

The Development of Incongruence. If an individual were to experience only "unconditional" positive regard, the development of self-regard would be unconditional and "the needs for positive regard and self-regard would never be at variance with organismic evaluation, and

the individual would continue to be psychologically adjusted, and would be fully functioning" (1959, p. 224). However, often in early childhood, the organism learns that the experience of positive regard from significant others is conditional upon his performing parentally approved behaviors rather than behaviors which enhance the actualizing tendency. The organism thus learns to avoid certain self-enhancing experiences in order to receive positive regard from significant others. When such self-experiences are avoided, or sought solely because of their ability to obtain positive regard from others, the individual has acquired "conditions of worth." Experiences thus become selected and distorted according to conditions of worth. Consequently, an incongruence between the self and experience becomes evident.

The effects of an incongruence between self and experience are notable. Rogers has described this state as follows:

It is thus because of distorted perceptions arising from the conditions of worth that the individual departs from the integration which characterizes his infant state. From this point on his concept of self includes distorted perceptions which do not accurately represent his experience, and his experience includes elements which are not included in the picture he has of himself. Thus he can no longer live as a unified whole person, but various part functions now become characteristic. Certain experiences tend to threaten the self. To maintain the self-structure, defensive reactions are necessary. Behavior is regulated at times by those aspects of the organism's experience which are not included in the self. The personality is henceforth divided, with the tensions and inadequate functioning which accompany such lack of unity (1959, p. 226).

Ultimately, if the organism has a large degree of incongruence between self and experience, the defense processes may be unable to operate successfully in certain circumstances. In these instances the or-

ganism "subceives" that the discrepancy may enter awareness. Feelings of anxiety thus increase and the self-structure is threatened. Should the defense system be unsuccessful in obscuring the self-experience discrepancy, the discrepancy will be "accurately symbolized in awareness" (1959, p. 229) and a state of disorganization results.

Self and Experience Congruence and S-I Congruence. Rogers' personality theory has stimulated a number of researchers to investigate congruence as a criterion for certain psychological states. Much difficulty has been encountered in developing a method to measure congruence between self and experience. Subsequently, Rogers has suggested that S-I congruence, which can be determined in several ways, represents an indirect means for examining self and experience congruence.

The logic underlying Rogers' claim that self and experience congruence are related, is based primarily upon his views of what process changes occur in the client during therapy. According to Rogers, the process of therapy involves a reintegration of the self with experience wherein the conditions of worth are decreased. In the "client-centered" approach to therapy described by Rogers, the client experiences feelings of unconditional positive regard and acceptance from the counsellor. Consequently, the client is able to explore his feelings in a safe environment and at his own pace.

A number of gradual process changes occur in the client during client-centered therapy. The client becomes more congruent, more open to his experience, and less defensive. His perceptions become more

realistic, and thus he becomes more effective in problem solving. As a result of these changes, the client's perception of his ideal-self becomes more realistic and more achievable. Hence, the congruence between self and ideal-self increases. Rogers has maintained that due to the "increased congruence of self and ideal self, and the greater congruence of self and experience, tension of all types is reduced" (1959, p. 218). An improved state of psychological adjustment is apparent in the client at the end of therapy.

Although he has conceded the possibility that extreme self-satisfaction (as represented by a very small S-I discrepancy), may represent denial, Rogers has suggested that a linear relationship exists between S-I congruence and adjustment. Other researchers (Block and Thomas, 1955) have suggested that the relationship between those variables is curvilinear, and a moderate discrepancy would be more optimal than none at all.

Studies Supporting a Linear Relationship

In a 1951 study, Rogers found that client S-I congruence, as measured by a Q-sort, increased during therapy. Also using a Q-sort, Butler and Haigh (1954) investigated the changes in S-I congruence for twenty-five clients who had completed six or more counselling sessions. While pre-counselling S-I congruence correlations ranged from $-.47$ to $.59$ with a mean correlation of $-.01$, post S-I congruence correlations ranged from $-.39$ to $.80$ with a mean correlation of $.34$. Follow-up tests given from six months to a year later showed that the increases in congruence were quite stable with a mean correlation of $.31$ observed.

In the same study Butler and Haigh selected seventeen subjects as being "improved." Blind analyses of Thematic Apperception Test (TAT) protocols and counsellor ratings served as criteria for improvement. The "improved" group showed an even greater increase in congruence than the total client group. S-I congruence correlations for a control group underwent comparatively no change during the experimental period.

From their study Butler and Haigh concluded that, in general, low correlations between self and ideal-self concepts based on a low level of self-esteem, are related to a low level of adjustment. Client-centered counselling was able to increase the level of self-esteem and hence was accompanied by an increase in adjustment. In a few cases, however, increases in S-I congruence represented increased defensiveness.

Hanlon et. al. (1954) investigated relationships between S-I discrepancies and adjustment scores obtained from the California Test of

Personality. Seventy-eight male juniors in a Delaware Catholic high school were subjects. S-I congruence scores and percentile scores of total adjustment correlated .70 ($p < .001$). An F test of linearity showed this correlation to be rectilinear. Therefore, it was concluded that the use of S-I congruence scores for the identification of personality adjustment, or maladjustment, is justifiable. A qualitative analysis of the adjustment measures revealed that subjects with low S-I congruence were more negativistic in their relationships with others, lacked more persistence, and felt more inadequate than those with high S-I congruence.

Turner and Vanderlippe (1958) compared a group of twenty-five students with high S-I congruence with another group of twenty-five students with low S-I congruence. These subjects were chosen from a larger group of 174 students in an introductory psychology course. The high S-I congruence group was significantly higher in adjustment, as rated by the SIO Q-sort, than the low congruent group. Other findings revealed that the high S-I congruence group participated more in extracurricular activities, attained higher scholastic averages, and received higher sociometric ratings from other students. On the Guilford-Zimmerman Temperament Survey this group also appeared as being better adjusted since higher scores in general activity, ascendance, sociability, emotional stability, and thoughtfulness were noted. No relationship was found between S-I congruence and certain health criteria, such as days per college year in hospital. Turner and Vanderlippe concluded that these congruence scores may be inadequate as

an index of certain dimensions of adjustment.

In 1958 Smith investigated the interrelations between S-I discrepancies and various personality dimensions. Significantly consistent positive correlations between high S-I discrepancies and poor adjustment scores on forty-nine non-self-concept personality scores were obtained. It was concluded that S-I discrepancy scores were positively related to instability of self-concept scores and negatively related to adjustment.

Some evidence supporting a positive relationship between S-I congruence and marital happiness has been found by Eastman (1958). In that study, he found several positive, moderate correlations between self-acceptance (low S-I discrepancy) scores on the Bills Index of Values and Adjustment, and scores on a questionnaire designed to gauge marital happiness.

Several studies have used reaction times to assess the validity of S-I discrepancies as indicators of conflict. Roberts (1952) and Bills (1953) using the Bills Index of Adjustment and Values found that longer reaction times are associated with words in which there is a discrepancy between the self and ideal-self concepts. However, Zimmer (1954), using another measure of S-I congruence, found no support for any hypotheses suggesting a relationship between these discrepancy scores and emotionality, as indicated by reaction times, reproduction times and overall emotional behaviors.

Studies Supporting a Curvilinear Relationship

Most of the studies investigating S-I congruence as an index of adjustment have concluded that high S-I discrepancies seem to identify maladjustment. This of course is logical in the sense that a person whose self and ideal-self are distant would hardly be considered as happy. But does extreme satisfaction with self, as represented by a very small S-I discrepancy, represent adjustment? Indeed, it would be difficult to imagine a person with perfectly matching self and ideal-self concepts as being perfectly adjusted. In this regard there has been a growing fund of evidence suggesting the possibility of an optimal range of S-I congruence. The remarks of Block and Thomas (1955) are representative of the rationale employed by those who have suspected the presence of this range:

It is granted that to admit extreme dissatisfaction with one's self is indicative of maladjustment. But are individuals expressing extreme self-satisfaction as representative of an optimal level of personality integration when this self-satisfaction is based upon repressive mechanisms? Much depends of course on the concept of adjustment to which one adheres. However, most psychologists would agree in considering a suppressive, repressive mode of adaptation as less than adequate. In a sense, such a person may be said to be "overly-integrated," a condition sufficient enough for a stable and benign environment where pressures on the individual never become too great, but one which is incapable of manifesting the adaptive flexibility and resiliency of a less rigid personality structure (p. 254).

Block and Thomas hypothesized that the relationship between self-satisfaction, as represented by S-I congruence, and adjustment would be curvilinear. To test this hypothesis the Minnesota Multiphasic Personality Inventory (MMPI) and self-ideal Q-sort were administered

to fifty-six psychology students at San Francisco State College. As well, a preliminary scale of the MMPI designed to measure Ego-control was utilized. An analysis of the results showed that the individuals with large S-I discrepancies received significantly higher maladjustment scores on the MMPI. Interestingly, self-satisfaction correlated positively with Ego-control ($r=.44$, $p<.01$) and Denial ($r=.41$, $p<.01$), and negatively with Admission ($r= -.54$, $p<.01$). These results might be seen as implying that extremely low S-I discrepancies actually represent manifestations of denial, or suppression, instead of adjustment.

A qualitative analysis which involved a comparison of responses on the MMPI of individuals with high, moderate, and low S-I discrepancies, also supported the presence of an optimal discrepancy range. It was found that while individuals with low S-I discrepancies required "greater acceptance" and greater control over "spontaneity," those with high S-I discrepancies were "confused," and "unrealistic." Those with moderate S-I congruence were "reasonable and accepting in their self-appraisals."

Using an adjective scale to measure self and ideal-self concepts, in conjunction with the MMPI (which was used to determine various personality dimensions), Zuckerman and Monashkin (1957) found further support for a curvilinear relationship between self-acceptance and adjustment. Absolute S-I discrepancy scores were obtained from forty-three psychiatric patients, and correlated with each of the MMPI scales and adjustment ratings derived from case histories. Although no significant correlations between the self-acceptance scores and the case

history ratings were found, the correlations between the self-acceptance and MMPI scores were, in general, "remarkably similar" to those in the Block and Thomas study. An investigation of the MMPI scales revealed high self-accepters as defensive individuals who tend to act out their problems and externalize blame. Meanwhile, low self-accepters characteristically are socially withdrawn persons who suffer from depression and doubt.

Several studies in the area of perceptual defense have illuminated the types of defensive modes which are employed by individuals with varying S-I discrepancies. Atrocchi et. al. (1960), who used the Interpersonal Check List (ICL) to measure S-I congruence, found that "repressors," individuals who utilize avoidance-denial behavior mechanisms, had significantly lower S-I discrepancies than "sensitizers," who normally prefer intellectual or obsessive defenses.

Byrne (1961) found that S-I discrepancy scores on Worchel's Self Activity Inventory were positively related to repression-sensitization scores. Similar results were obtained by Byrne et. al. (1963) in a study which, in part, replicated Byrne's 1961 investigation. In the sense that high repressors and high sensitizers seem limited in the mode of responses they employ, these studies provide a theoretical basis for suspecting an optimal S-I congruence range.

Studies on Counsellor Performance

Research concerned with delineating those critical dimensions underlying counsellor effectiveness has been "either totally absent or disappointingly inadequate" (Whiteley et. al., 1967, p. 226). Poser's study (1966), which found that young untrained college girls were more effective than experienced trained professionals in helping schizoprenics, points out the need for a closer examination of what characteristics are desirable in counsellor trainees. There is also a need to expand our understanding of counsellor idiosyncrasies and their effects on clients. Some recent studies in this area have portended promise of differentiating those aspects of personality which contribute to effectiveness in helping relationships. There is, however, an evident lack of research on counsellor effectiveness as measured directly through client behavioral change.

Baum et. al. (1966) used the "dropout" rate of 100 lower, socioeconomic class clients as a gauge of the success of twenty therapists. The most successful therapists in keeping their clients were considered less threatened, more flexible, and more confident in what they were doing. Less successful therapists were seen as being more rigid, less motivated, and less able to communicate with clients. Success in therapy was also positively related to the number of years of therapeutic experience after internship.

A recent study by Whiteley et. al. (1967) found that cognitive-flexibility was an influential variable in the success of counsellor trainees. In that study, nineteen students in a counselling practicum

were rated by their supervisors on overall competence, flexibility in counselling, and response to supervision. Projective tests were used to predict cognitive-flexibility and rigidity. A reasonably high positive correlation of .78 was found between scores on these tests and the supervisor ratings of flexibility. Ratings of trainee effectiveness were clearly related ($r=.73$) to flexibility responses on two critical incident cases. No significant relationships were found between rated performance and several standard tests of academic aptitude.

In another study, Allen (1967) predicted that the effectiveness of counsellor trainees would be somewhat determined by their degree of "psychological openness." Some support for that prediction was established as several moderate, positive relationships were found between practicum supervisor ratings and "psychological openness," as measured by the Rorschach Index of Repressive Style. Allen's results also suggested that selection of counsellors based on certain personality variables would be superior to the traditional means of academic screening.

O'Hern and Arbuckle (1964) also studied a number of variables and counsellor trainee performance. They found that those potential counsellors who were judged as being most effective in a counselling practicum scored significantly higher on a sensitivity scale. Other variables, including sex, religion, education, occupation, academic average, personal security, intelligence, and self-sensitivity, did not significantly differentiate trainees on the basis of rated effectiveness.

The ten most effective and ten least effective counsellors, as judged by supervisors, were compared at an NDEA institute in a study by Demos (1964). Other specialists rated tape recordings of these counsellors for degree of empathy, unconditional positive regard, congruence, comfort, and respect. The most successful counselling group was rated significantly higher in empathy, unconditional positive regard, and respect. Although not significantly different, the most effective counsellors were also rated higher in congruence and comfort than the less effective group. Both supervisors and "specialists" were in high agreement regarding the effectiveness ratings of the counsellors. A number of other studies on both clinical and non-clinical populations have reported findings similar to those of Demos. (Barrett-Lennard, 1962; Rogers, 1962; Truax, 1961; Truax, 1963).

To conclude, then, it seems apparent that despite the findings of the previously mentioned studies, our current knowledge of characteristics underlying counsellor effectiveness is still relatively primitive. However, researchers are beginning to devote greater energy towards the discovery of the factors which contribute to counsellor effectiveness. The fact that at least some discernible dimensions of effective counsellors have been discovered provides even more reason for continued work in this field. It is unfortunate that at this time, no adequate and universal criteria for judging counselling success or measuring this success are yet available.

S-I Congruence and Performance

In a study similar to the present one, Waterland (1965) investigated S-I congruence and counsellor performance. As part of that study, Waterland administered a Q-sort to twenty-seven counsellor candidates at the University of Michigan. In general, no significant relationships were found between S-I congruence and effective counselling performance. Whether clients had counsellors with high or low S-I congruence, made little difference on client self concept change. It was noted, however, that the low congruent counsellors were perceived by their peers as being more effective in counselling than those with high S-I congruence.

Although Waterland's findings are not definitive, three studies not directly related to counselling, but concerned instead with performance in other areas, imply that further explorations with S-I congruence may be of value. Vellutino (1964), in a study comparing psychiatric patients to non-psychiatric patients, concluded that "good" decision-making, and confidence in decision-making, were curvilinearly related to S-I congruence. In a comprehensive study of high school seniors, Ball (1963) found a relationship between S-I congruence, sex, and level of ability. Females with high ability were characterized by having lower discrepancy scores than females with low ability. Conversely, males with high ability had higher incongruence than males with lower abilities. Hay (1966) found that engineering managers with high S-I congruence were more effective as managers than those with low S-I congruence. This finding was interpreted as offering support

for a direct relationship between S-I congruence and job adjustment.

Effectiveness in Counselling: "The Criterion Problem"

For the present study no overt attempt was made to dichotomize counselling and psychotherapy. Both seem to be concerned primarily with similar objectives. Zingle and Winship's (1967) conclusion that "there is no valid reason, as Rogers, Arbuckle, Blocher, and others assert to ascribe different goals to counselling and psychotherapy," underlies the rationale for treating these terms as synonymous.

One particularly limiting factor is raised by the problem of defining effectiveness in counselling. The remark that "effectiveness will undoubtedly be defined in different ways by different individuals with different value systems" (Blocher, 1966) highlights the difficulty involved in gaining consensus on some criterion. This problem has hampered the evaluation of counsellors, methods, and outcomes.

As the reviewer has noted elsewhere, it is time that we consider ends and goals; "all of us with philosophers and the rest of society, must decide what are the values or goals for counselling." This is the criterion problem. For until we can agree what are the desirable outcomes, we can never compare and evaluate effectiveness of different methods of counselling and psychotherapy (Patterson, 1966, p. 97).

Similar difficulties have been encountered in studies on teacher effectiveness. The National Education Association, after reviewing the literature on good teaching, concluded that "there are simply no objective criteria for effective teaching..." (Combs and Soper, 1963, p. 226). Since pupil behavioral changes in the classroom usually can be measured more directly than client changes in the counselling set-

ting, it is likely that the criterion problem will continue to plague researches on counsellor effectiveness. The fact remains, however, that counsellor trainees are evaluated on the qualities and abilities they bring to counselling. Practicum supervisors indeed have "hunches" as to what desirable models should be aspired to by trainees.

Stefflre et. al. (1962) found that counsellors are able to agree to a high extent on which of their colleagues would be "good" counsellors and which would be "poor" ones. Carkhuff and Truax (1966) have reported on the overwhelming power of a therapist of "high accurate empathy," "genuineness," and "non-possessive warmth" to help clients. They have concluded that:

these three elements of the counselling relationship are aspects of the counsellor's behavior that cut across the more parochial theories of effective "helping" processes and appear to be common elements in a wide variety of interpersonal approaches" (p. 725).

In agreement, Rogers has also remarked that "there is nothing to indicate that the coldly intellectual analytical factually minded therapist is effective" (1961, p. 269).

It is suggested that profitable research on counselling effectiveness can be conducted despite the absence of complete consensual agreement on what behaviors are judged as effective. Although subjective, ratings of effectiveness by experts in counselling provide some measure of an individual's worth as a counsellor. Combs and Soper's remarks (1963) summarize the position adopted here:

The attempt to define the nature of the quality worker in the helping professions has absorbed the energies of hundreds of investigators. Persons involved in the training of teachers, counsellors, psychiatrists, social

workers, and clergymen have sought repeatedly for measures by which they could distinguish between "good" and "poor" practitioners in their professions. Unfortunately most of this search has been in vain. Despite tremendous efforts expended, we still do not have objective criteria on the basis of which we can make clear distinctions between effective and ineffective professional workers. Nevertheless, operating quite without objective criteria, practitioners in these fields generally know who are the fumlbers and the experts among their colleagues. There seems to be no doubt that differences exist despite the failure of research to pinpoint the distinctions (p. 222).

CHAPTER III

RESEARCH DESIGN, INSTRUMENTS, AND PROCEDURES

Definitions

For the purpose of this study the following definitions were adopted:

Self concept (s) has traditionally referred to those perceptions, or attitudes, an individual has of himself, while

Ideal-Self concept (I) has usually referred to how an individual would like, or prefer, to be.

The present study was primarily concerned with comparing "reported" self concepts with "reported" ideal-self concepts. Both of these terms were operationally defined by scores obtained from successive administrations of the Interpersonal Check List (ICL). For each subject, the Self concept (S) was defined as "How I (the subject) see myself," and the Ideal-Self concept (I) was defined as "How I (the subject) would like to be."

Self - Ideal-Self (S-I) congruence refers to the degree of global similarity which exists between the self and ideal-self concepts. The degree of congruence was operationally defined by utilizing vector analysis techniques to compute an absolute distance between vector (S), a vector of scores pertaining to self concept, and (I), a vector of scores pertaining to ideal-self concept. High S-I discrepancies are analogous to low S-I congruence, while low S-I discrepancies are analogous to high S-I congruence.

S-I (16) refers to those congruence scores which were calculated for each trainee from sixteen self scores and sixteen ideal-self scores

obtained from ICL sixteenth scales.

S-I (8) refers to those congruence scores which were calculated for each trainee from eight self scores and eight ideal-self scores obtained on the ICL octant scales.

Counsellor trainee performance was defined as rated performance in the University of Alberta, Educational Psychology 512 practicum course in counselling. This term was operationally defined by supervisor ratings on The Counsellor Practicum Evaluation Form (CPE), The Counsellor Rating Scale (CRS), and final grades allotted to each trainee on the nine point University of Alberta Stanine Scale.

Hypotheses

The self concept and ideal-self concept have been viewed as important theoretical referents of behavior. In reviewing the present status of self theory, and the effects of these constructs on behavior, Wylie has cited the following viewpoints:

Our conscious and unconscious memory and its individual structure function in accordance with the personality ideal and its standards (Adler, in Ansbacher & Ansbacher, 1956, p. 215). One's feelings, thoughts and actions are almost entirely determined by one's idealized self image (Horney, 1942, p. 291).

(The self concept) is constantly used as a frame of reference when choices are to be made. Thus it serves to regulate behavior and may serve to account for observed uniformities in personality (Rogers, 1951, p. 191) (1968, p. 751).

As it would seem that both the self concept and the ideal-self concept influence behavior, the psychological discrepancy between each thus becomes an important variable to consider when attempting to understand or predict human performance. The meaning of the S-I

discrepancy as it pertains to adaptive and maladaptive behavior is unclear, however. Rogers (1951) has suggested that a linear relationship exists between S-I congruence and adaptive behavior. Block and Thomas (1955) have presented findings suggesting that such relationships are curvilinear in nature.

With regard to the performance of counsellor trainees, the following hypotheses were formulated for this study:

Hypothesis 1

There is a relationship* between S-I congruence and rated counselor trainee performance, as indicated by final grades.

Hypothesis 2

There is a relationship* between S-I congruence and rated counselor trainee performance, as indicated by supervisor ratings on the CPE.

Hypothesis 3

There is a relationship* between S-I congruence and rated counselor trainee performance, as indicated by supervisor ratings on the CRS.

* Decision rule: The hypothesized relationships were to be tested for linearity and curvilinearity. The hypotheses were accepted if either the test for linearity or curvilinearity was significant at the $p < .05$ level of significance.

The Experimental Design

The experimental design included two administrations of the Interpersonal Check List (ICL) to counsellor trainees registered in the Educational Psychology practicum course in counselling at the University of Alberta. Self concept and ideal-self concept ratings on the ICL were obtained in October, 1967, and April, 1968. Pre and post S-I discrepancies were calculated for each trainee and compared to final practicum grades, and supervisor ratings. Self ratings on the CPE and CRS were also obtained from the trainees. Tests were made for both linear and curvilinear relationships.

Limitations

The present study investigated the relationship between S-I congruence and the performance of counsellor trainees. It would have perhaps been of more value as a research study in the area of counselling, if a sample of counsellors had been used instead of trainees. However, the difficulties involved in gathering a group of counsellors, and obtaining ratings of their performance, were not as apparent for the trainee group.

The present study was also limited as no alternate experimental groups, or control groups, were compared with the trainee population. Therefore, it was impossible to determine what treatment effects the practicum course had on S-I congruence change. As well, it was anticipated that the absence of well-validated instruments for determining counsellor trainee performance would detract from the meaningfulness of the study.

To test those hypotheses which contained more than one criterion variable for curvilinearity, a multivariate regression analysis should have been employed. However, that form of analysis was still at an experimental stage at the time of the study. Therefore, a univariate test for curvilinearity was employed.

The Research Instruments

The basic instruments used in this study were:

1. the Interpersonal Check List (ICL) - see Appendix A
2. the Counsellor Practicum Evaluation Form (CPE) - see Appendix B
3. the Counsellor Rating Scale (CRS) - see Appendix C.

The Interpersonal Check List. The Interpersonal Check List (ICL) is an instrument which was designed by Laforge and Suczek, and several members of the Kaiser Foundation. It attempts to measure a number of personality dimensions based on an interpersonal system described by Leary (1957). The system itself consists of five interrelated and operationally defined levels of personality. The ICL, although it can be used with four of these levels, was developed specifically to assess Level II, the Level of Conscious Description, and Level V, the Level of Values. These levels are synonymous with descriptions of self and ideal-self, respectively. The differences between these levels can be used to determine S-I congruence. Leary (1957) has suggested that such discrepancies are indicative of self-acceptance or self-rejection. As well, Laforge and Suczek (1955) have stated that scores obtained from these two levels can be used to determine self-dissatisfaction

and motivation for change. Because the ICL attempts to measure psychologically meaningful incongruences, and because it may be used without reference to Leary's Interpersonal Theory of personality (Laforge et. al., 1954) it is an attractive instrument for studying self-concept. As well, it can be administered in group testing situations in a relatively short period of time.

In its original form, the ICL contained 106 interpersonal words chosen from 334 psychological adjectives in a list compiled by Suczek in 1950. After several revisions, the check list now contains 134 items, of which only 128 are scored. Each of these items has an intensity rating from one to four. Adjectives rated "1," are intended to represent "a mild or necessary amount of a trait," while adjectives "4" are associated with "an extreme or highly inappropriate amount." The instrument has been designed for intensity "1" words to be answered by ninety per cent of the population, intensity "2" words by about 67 percent, intensity "3" by about 33 percent and intensity "4" by about ten per cent (Leary, 1957).

Each of the adjective traits has been classified into sixteen personality dimensions (A, B,...,P) as designated by reference to the Interpersonal Theory. According to Leary, these dimensions are arranged in a circular continuum (see Figure 1), with like personality variables nearest one another, and unlike variables opposite one another. Calculation of summed intensity "sixteenths," by a procedure discussed by Wiggins (1960), involves the addition of intensities assigned to those responses marked "True" by the subject. Each sixteenth

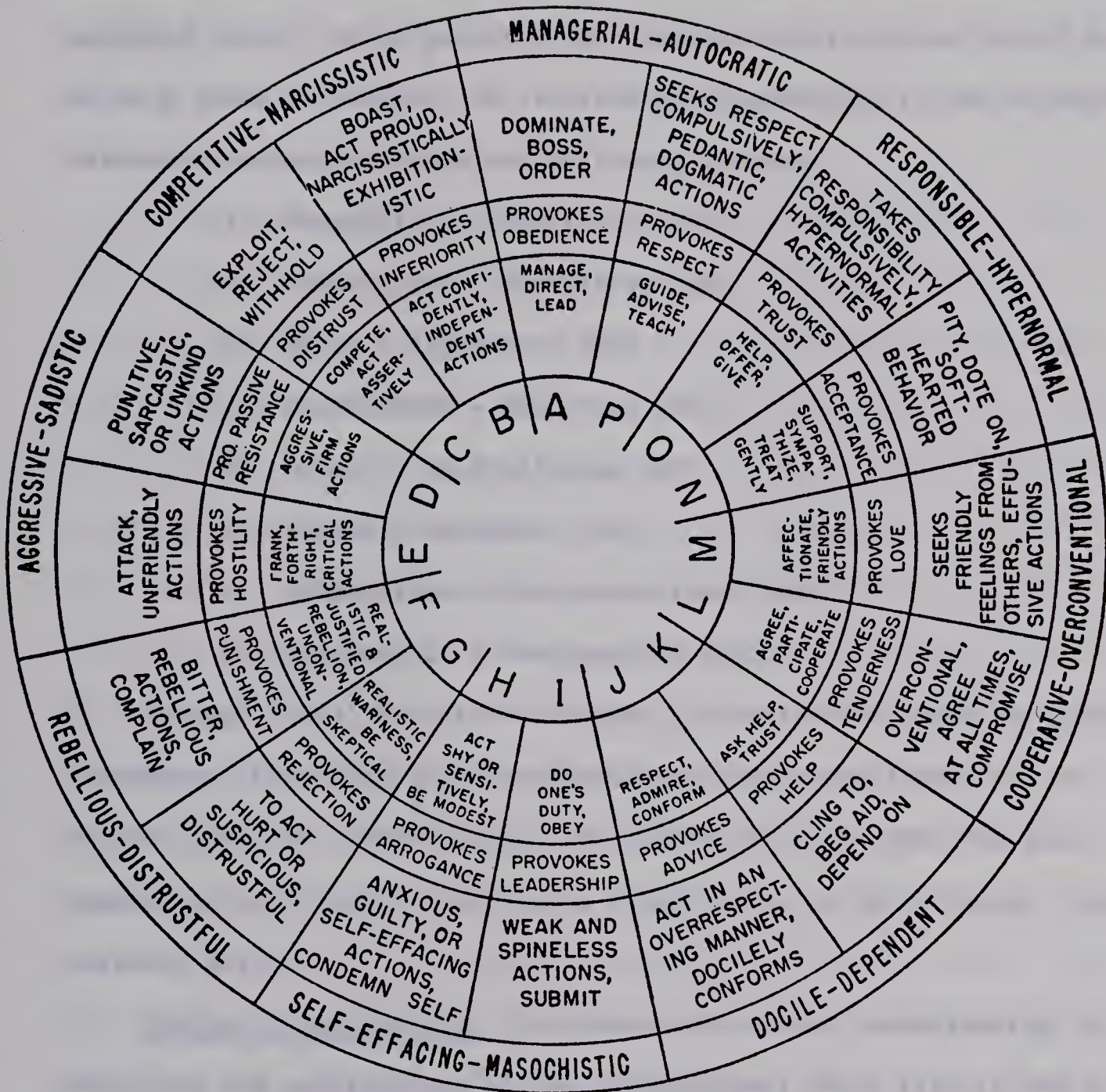


FIGURE 1. Classification of Interpersonal Behavior into Sixteen Mechanisms or Reflexes. Each of the sixteen interpersonal variables is illustrated by sample behaviors. The inner circle presents illustrations of adaptive reflexes, e.g., for the variable *A*, *manage*. The center ring indicates the type of behavior that this interpersonal reflex tends to "pull" from the other one. Thus we see that the person who uses the reflex *A* tends to provoke others to *obedience*, etc. These findings involve two-way interpersonal phenomena (what the subject does and what the "Other" does back) and are therefore less reliable than the other interpersonal codes presented in this figure. The next circle illustrates extreme or rigid reflexes, e.g., *dominates*. The perimeter of the circle is divided into eight general categories employed in *interpersonal diagnosis*. Each category has a moderate (adaptive) and an extreme (pathological) intensity, e.g., *Managerial-Autocratic*. (Leary, 1957, p.65)

contains one "1," three "2," three "3," and one "4" intensity weighted items. It is possible therefore to obtain scores from 0 to 20 on a given sixteenth. It is often more meaningful to add adjacent sixteenth scores to obtain the following octants:

1. Managerial - Autocratic (AP)
2. Competitive - Exploitive (BC)
3. Blunt - Aggressive (DE)
4. Distrustful - Skeptical (FG)
5. Modest - Self-effacing (HI)
6. Docile - Dependent (JK)
7. Cooperative - Overconventional (LM)
8. Responsible - Overgenerous (NO)

Laforge (1963) has also developed a formula from which two global dimensions, Love-Hate (Lov) and Dominance-Submission (Dom), may be derived from the octant scores. The interaction of these two axes summarizes all sixteen traits at a single point on the circular, interpersonal grid.

Studies Using the ICL. The number of studies investigating the structure and applications of the Interpersonal Check List is not extensive. Most investigators have been concerned primarily with Level II. On Form III A of the ICL, Laforge and Suczek (1955) found test-retest correlations varying from .73 to .81 on the octants and from .64 to .83 on the sixteenth scales. The sample, 77 obese women, had an average test-retest reliability of .78 for the octants and .73 for the sixteenths when tested over a two week period. Armstrong (1958) inves-

tigated the internal reliability of the ICL with fifty "normal" males and fifty "alcoholic" males as subjects and found highly significant Kuder-Richardson estimates of reliability ranging from .95 to .97 for self and ideal-self ratings.

As with other instruments purporting to investigate self descriptions, the problem of a social desirability factor in responses to various items offers a possible source of contamination for ICL scores. Edwards (1957) asked 58 male and 39 female college students to evaluate the social desirability of each ICL item on a nine point equal interval social desirability scale. The obtained social desirability scale values were then correlated with the proportions endorsed for each item by another group of 133 students who had responded anonymously on the ICL. A product-moment correlation of .83 was observed. Wiggins (1960) has suggested that this high probability of item endorsement and social desirability only reflects the basis upon which items were originally selected for the ICL.

Only a few studies have enquired into the circumplex order of the ICL octant arrangements, as suggested in Leary's Interpersonal Theory of personality. Laforge and Suczek (1955) found that average inter-variable correlations decreased as a function of separation around the interpersonal behavior circle. Leary (1957) has remarked that, "Extensive validation of the circular continuum of sixteen interpersonal variables has demonstrated that it is satisfactorily congruent with empirical facts. While the units around the scale are not completely equidistant, the arrangement is correctly ordered" (p. 66).

Of interest is the fact that although the ICL's circular patterning and bipolar dimensionality were conceptualized prior to empirical investigation, later studies have tended to support its premises. A factor analysis by Briar and Bieri (1963) found that the dominance and love factors hypothesized by Leary accounted for 45.6 per cent of the total variance. A third factor, labelled tentatively as inferiority feelings, was also identified. Wiggins (1960), in an earlier factor analytic study, also found three factors: Love, Hate and Dominance. Since a Guttman analysis could not be extended to three dimensional space, the circumplexity of the ICL could not be ascertained. However, in a similar study, Eberlein (1969) found four major factors and support for the circumplex arrangement. It is important to note in these studies that the dimensions defined by Leary appeared as factor markers.

Primarily the Interpersonal Check List (ICL) has been used as a diagnostic tool for evaluating interpersonal perceptions and relationships. To date, little use of it has been attempted in studies concerned with counsellor or teacher education. Chenault and Seegars (1962) found the ICL profitable in differentiating personality characteristics of counsellors and school administrators. The study mentioned earlier by Altrocchi et. al. (1960) found significant differences between repressors and sensitizers with respect to ICL Love and Dom discrepancies. Seegars and McDonald (1963) used ICL scores to assess the effectiveness of interaction groups in developing emotional growth in a counsellor education program. Significant changes in ideal

ratings were apparent with shifts from aggressive and distrustful behavior being replaced by more dominant, competitive, interpersonal behavior. Lantz (1965) investigated ICL self, other and ideal concepts of elementary student teachers and classroom emotional climate scores. The self-other discrepancy score on the Skeptical-Distrustful scale was the only variable which contributed significantly to the prediction of classroom emotional climate. In a study by Allan (1966) no significant correlations between ICL Lov and Dom scores and rated student teaching success were found.

The Counsellor Practicum Evaluation Form. The Counsellor Practicum Evaluation Form (CPE) has been used for several years by practicum supervisors to assess trainee performance in the Educational Psychology 512 course. It is shown in Appendix B.

The trainees were evaluated on a nine point scale in five areas which are summarized as follows:

- a. ability to establish effective counselling relationships
- b. ability to assume professional responsibilities
- c. interest, effort, and sincerity
- d. interpersonal relationships with staff
- e. overall competence.

As well, the supervisors were required to write one or two brief paragraphs commenting on their trainee's qualities as a counsellor. No research findings on the reliability or validity of the CPE were available prior to the present study.

The Counsellor Rating Scale. The Counsellor Rating Scale (CRS) was developed by Whiteley et. al. (1967) for a study which investigated cognitive flexibility as a dimension of counsellor effectiveness. It is shown in Appendix C.

The CRS consists of eleven subscales which are organized under three broad categories. They are summarized as follows:

I. Flexibility in the Counselling Process

- a. ability to collaborate with clients
- b. ability to focus on client's perspective
- c. effectiveness of response repertoire
- d. ability to work within limits of role as counsellor
- e. ability to handle the unexpected
- f. ability to offer appropriate and effective interpretations

II. Response to Supervision

- a. ability to develop an effective, personal style under supervision
- b. understanding of psychological processes within clients
- c. consults appropriately with referral personnel
- d. professional commitment to counselling as a career

III. Overall Rating of Competence

- effectiveness as a counsellor.

Trainee performance on each of the subscales was rated on a seven point scale.

Very little has been reported with regard to the reliability or

validity of the CRS. Whiteley et. al. (1967) reported internal rank order reliability correlations ranging from .91 to .95 for supervisors in that study. These correlations were considered to be indicative of high internal consistency.

The Overall Assessment of Trainee Performance: Final Grades

During the practicum course, trainees were expected to see clients each week in either a school or clinical setting. Each trainee was asked by his supervisor to make tape recordings of the counselling sessions. These tapes were considered in the evaluation of the trainee by the supervisor. After one-half of the training period had expired, the supervisors submitted evaluations of the trainees to the director of the practicum program. These ratings were made on the CPE. The trainees were also asked to submit self-assessments of their counselling abilities on the same instrument.

For the second term, the trainees were assigned to different supervisors and the same evaluation procedure on the CPE was followed at the end of the year. As well, the CRS was distributed to supervisors and students to add further information for the final evaluations.

Determination of the final grades was made by the entire counselling department staff. All available information from the rating scales was considered. As well, additional knowledge of the trainees' abilities in counselling was contributed by the senior practicum staff who had been in contact with the trainees during the academic year.

Administrative Procedures and Data Preparation

The ICL was administered to the trainees in October, 1967, and then again in April, 1968. For both administrations, each trainee was given the ICL, two IBM answer sheets, an HB pencil and an eraser. On one IBM sheet they were asked to place the word "SELF" and a "1" followed by the last five digits of their student identification numbers. They were then directed to read the instructions carefully at the top of the ICL and individually respond to each of the items for "How I see myself." After completing this task, they were asked to place the word "IDEAL" at the top of the second IBM sheet, and a "2" followed by the last five digits of their student identification numbers. Again they were asked to respond to each of the ICL items; however, this time they were to respond to whether or not each item was descriptive of "How I would like to be."

The IBM answer sheets were then put into the IBM Optical Mark Scoring Reader and coded IBM cards were generated. These cards were then combined with a reordering and decoding program for scoring the ICL and processed through the IBM 360/67 computer. ICL sixteenth and octant scores were thus calculated by the computer and printed on new IBM cards. Scores for several randomly selected individuals were determined manually for all personality dimensions and were used as a check for the ICL scoring program. A further check of the program was made by having the computer decode cards which contained single octant scores only.

S-I congruence scores for each individual were determined by

utilizing various Fortran Compiler operations. These scores were then printed on IBM cards. All of the available data for counsellor trainee performance was also placed on IBM cards. Therefore, it was possible to conduct each of the remaining statistical analyses with the assistance of the IBM 360/67 computer.

Calculation of S-I Congruence Discrepancies

The ICL is generally scored on sixteen different dimensions. These sixteen different subscores can be represented as a collection of vectors (points) in sixteen dimensional Euclidean space (or Euclidean vector space). The sixteen self concept scores (S_1, S_2, \dots, S_{16}) obtained from the ICL can be replaced by the single vector S . Similarly, the sixteen ideal-self concept scores (I_1, I_2, \dots, I_{16}) obtained from the ICL can be replaced by the single vector I .

Associated with any two vectors (with n components) is a non-negative number called the "distance" (in n dimensional Euclidean space) between these vectors. The distance formula is given below.

Distance: The distance from vector (point) a to vector (point) b , written $a - b$ is defined as

$$|a - b| = \left[\sum_{i=1}^n (a_i - b_i)^2 \right]^{1/2}$$

(Hadley, 1961, p. 31)

The distance between any two vectors, as given by the "distance" formula, may be considered as a measure of the congruence, or closeness, of these two scores within the same n dimensional space.

In the present study absolute S-I congruence discrepancies were

therefore calculated as follows:

$$\left| S - I \right| = \left[\sum_{i=1}^n (S_i - I_i)^2 \right]^{1/2}$$

For S-I (16) congruence discrepancies, n was equal to 16, and the S_i and I_i vectors were "summed intensity" ICL sixteenth scores.

For S-I (8) congruence discrepancies, n was equal to 8, and the S_i and I_i vectors were "summed intensity" octant scores.

Statistical Treatments

The three hypotheses were primarily formulated for the purpose of determining whether or not a relationship exists between S-I congruence and rated counsellor trainee performance. For each hypothesized relationship, it was necessary to test for both linearity and curvilinearity. To investigate the possibility of a linear relationship, Pearson product moment correlations were calculated between each of the congruence scores and the performance ratings.

For the curvilinear analysis, a multiple regression technique, which has been described by Flathman (1968) and Bottenberg and Ward (1963), was employed. This approach provided a powerful and direct means for testing the adequacy of a curvilinear model in predicting counsellor performance from S-I congruence.

A review of the algebraic knowledge required to determine Pearsonian correlations can be found in most elementary statistics texts. The multiple regression approach is described briefly below to illustrate how it was employed in this study.

The Curvilinear Analysis. When a relationship exists between two

or more variables, it is possible to describe that relationship by means of a mathematical equation. For any single predictor score it is possible to predict, with some error, an associated criterion score. The multiple regression approach compares the size of the error sum of squares (ESS_u) in an unrestricted model which contains all predictor variables, to the (ESS_r) of a restricted model, which lacks one of the predictor or interacting variables.

The general quadratic function $P = AX^2 + BX + C$ describes the regression line used to test for a curvilinear relationship between counsellor performance, P , and S-I congruence, X . When A is negative, as would be the case if a moderate S-I discrepancy were optimal, the function generates a curve which is described by a parabola with concave down directionality.

In the actual regression analysis, the following models with S-I congruence scores as predictor variables were employed:

Full or Unrestricted Model.

$$Y = A_0 U + A_1 X_1 + A_2 X_2 + E$$

where

Y = a vector of counsellor performance scores

X_1 = a vector of S-I congruence discrepancy scores

$X_2 = X_1^2$, a vector of squares of congruence discrepancy scores

E = a vector of error scores.

Restricted Model.

$$Y = A_0 U + A_1 X_1 + E$$

The null hypothesis is thus expressed as

$$H_0: ESS_u = ESS_r,$$

which is to say that the error sum of squares on the two models are equal.

To compare the difference in sizes between the two error sum of squares indirectly, an F ratio can be calculated by using the following formula:

$$F = \frac{(R_u^2 - R_r^2)/(df_u - df_r)}{(1 - R_u^2)/(N - df_u)}$$

where

R_u^2 is the squared multiple correlation from the unrestricted model

df_u is the degrees of freedom associated with the unrestricted model

df_r is the degrees of freedom associated with the restricted model

N is the total number of subjects.

The probability associated with the F value can be obtained from the F distribution tables using $(df_u - df_r)$ as degrees of freedom in the numerator and $(N - df_u)$ as degrees of freedom in the denominator.

Ideally, it would have been more desirable to test the curvilinearity of the relationships investigated in Hypotheses 2 and 3 with a multivariate regression analysis. This form of statistical test, however, was still at an experimental stage and therefore was not available for the present study.

CHAPTER IV

RESULTS

The Sample

The initial research design involved the attainment of ICL scores from each of the eighty counsellor trainees registered in the practicum course. Complete responses on the "pre" and "post" administrations of the ICL could not be obtained for eleven trainees, and therefore they were dropped from the study.

In most instances the remaining 69 trainees were in their first year of the Masters program in Educational Psychology, or in a related graduate diploma program. Forty-eight of these subjects were day students, who typically were enrolled in full-year programs. The remaining 21 trainees were night school students, all of whom were teaching or counselling on a full-time basis with local school boards.

The average age of the sample was 34.8 years with a standard deviation of 9.0. The average age of the male trainees was 34 years with a standard deviation of 8.1, while the average age of the female trainees was 36.0 years with a standard deviation of 10.1. The night school students had an average age of 39.1 years (S.D. = 9.5). This was significantly higher ($t = 2.8$, $p < .01$) than the day group average age of 32.9 years (S.D. = 8.1). Table 1 contains some census information on the counsellor trainees.

TABLE 1

Distribution of Counsellor Trainees According
to Training Groups, Age, and Sex

Groups	Age	Males N = 49	Females N = 20
Day Students	20-24	N= 3	N= 3
	25-29	14	4
	30-34	6	0
	35-39	5	2
	40-44	4	2
	45 +	<u>4</u>	<u>1</u>
	Total	36	12
Night Students	20-24	N= 0	N= 1
	25-29	2	1
	30-34	3	0
	35-39	4	1
	40-44	1	1
	45 +	<u>3</u>	<u>4</u>
	Total	13	8

Statistical Tests for Hypothesis 1

Hypothesis 1 predicted that there is a relationship ($p < .05$) between S-I congruence and counsellor trainee performance, as indicated by final grades. The results of the statistical analyses dealing with Hypothesis 1 are shown in Tables 2 and 3.

Table 2 reports the Pearson product moment correlations found for the relationships between the S-I congruence discrepancies and the final grade criterion variable. No significant correlations were found between these variables. Thus, there was no evidence found to support the premise that the relationship between S-I congruence and counselling performance, as indicated by final grades, is linear.

The results obtained from the multiple regression analysis, which tested the prediction that the hypothesized relationship would be curvilinear, are shown in Table 3. The relationship between the "pre" S-I congruence discrepancies (at the beginning of the term) and final grades was found to be significantly curvilinear for both S-I (16) congruence ($p = .03$) and S-I (8) congruence ($p = .02$). The relationships between the "post" S-I discrepancies (at the end of the term) and final grades were not significant. The results reported in Table 3 were taken as confirmation of Hypothesis 1.

The quadratic equations which best describe the significant curvilinear relationships found are:

$$(1) \quad P = -.005X^2 + .18X + 6.09$$

where P is a vector of final grades, and

where X is a vector of pre S-I (16) congruence discrepancies, and

TABLE 2

Summary of Pearson Product Moment Correlations between S-I Discrepancies and
Final Grades in Counselling Practicum for Counsellor Trainees (N=69)

	Pre		Pre		Post		Post	
	S-I(16)		S-I(8)		S-I(16)		S-I(8)	
	r	p	r	p	r	p	r	p
Final Grades	.00	.97	-.08	.53	.01	.91	.04	.77

*p < .05

TABLE 3

Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies
and Final Grades in Counselling Practicum for Counsellor Trainees (N=69)

	Pre		Post		Post	
	S-I(16)	S-I(8)	S-I(16)	S-I(8)	S-I(8)	P
	F	F	F	F	F	P
Final Grades	4.85	.03*	5.48	.02*	1.34	.25
					1.83	.18

*p < .05

$$(2) \quad P = -.003X^2 + .12X + 6.4$$

where P is a vector of final grades, and

where X is a vector of pre S-I (8) congruence discrepancies.

The weights of these equations indicate that the directionality of all curvilinear relationships found is concave down. Therefore, these findings suggest the possible presence of an optimal range of S-I congruence. That is to say, in general, trainees with moderate S-I congruences received higher grades than trainees with either high or low S-I congruences.

The quadratic equation (1), which used the pre S-I (16) discrepancies as predictor variables, accounted for 6.8 per cent of the criterion variance. The other quadratic equation (2) used the pre S-I (8) discrepancies as predictor variables and accounted for 8.2 per cent of the criterion variance.

Statistical Tests for Hypothesis 2

Hypothesis 2 had predicted that a relationship ($p < .05$) exists between S-I congruence and counsellor trainee performance, as indicated by supervisors' ratings on the CPE. The results of the statistical analyses which tested Hypothesis 2 are reported in Tables 4 and 5.

By referring to Table 4, one can see that no significant correlations were found between the S-I congruence discrepancies and supervisors' ratings on the CPE. Therefore, it was concluded that the hypothesized relationship is not linear.

Table 5 presents the results obtained for the curvilinear analysis which was used to test Hypothesis 2. No significant F ratios were found between the various S-I discrepancies and first term supervisors' ratings on the CPE. However, a number of significant F ratios were found between the S-I discrepancies and the second term supervisors' ratings on the CPE. The most significant F ratios were found between the S-I discrepancies and second term supervisors' ratings of scales B (Professional Responsibilities) and D (Interprofessional Relationships).

The results of the curvilinear analysis were taken as confirmation of Hypothesis 2, subject to the criticism that a multivariate regression analysis would have been a more appropriate test of the hypothesis had it been available. By examining the quadratic equations generated for each of the significant F ratios found, it was apparent that each of the curvilinear relationships have concave down directionality.

TABLE 4

Summary of Pearson Product Moment Correlations between S-I Discrepancies and Supervisor Ratings of Counsellor Trainee Performance on the CPE for the Total Sample (N=69)^a

	Pre		Pre		Post		Post	
	S-I(16)	S-I(8)	S-I(16)	S-I(8)	S-I(16)	S-I(8)	S-I(16)	S-I(8)
	r	p	r	p	r	p	r	p
<u>Supervisor 1^b</u>								
A Counselling Relationship	.13	.29	.09	.49	.21	.08	.18	.14
B Professional Responsibility	.13	.28	.09	.45	.09	.46	.06	.61
C Interest and Effort	.03	.80	.01	.94	.05	.67	.04	.75
D Interprofessional Relationships	.03	.82	-.02	.88	.01	.94	.00	.98
Overall Evaluation	.07	.55	.04	.73	.14	.25	.13	.30
<u>Supervisor 2</u>								
A Counselling Relationship	.00	.99	-.04	.75	-.08	.52	-.01	.92
B Professional Responsibility	-.01	.94	-.09	.48	-.10	.43	-.13	.31
C Interest and Effort	-.04	.75	-.08	.52	-.10	.45	-.10	.45
D Interprofessional Relationships	.01	.96	-.06	.66	-.06	.66	-.08	.57
Overall Evaluation	-.06	.61	-.10	.41	-.12	.33	-.10	.43

*p < .05

^aDue to missing data, N varies from 59 to 68

^bSupervisor 1 = first round supervisors' ratings, Supervisor 2 = second round supervisors' ratings. These supervisors were from a pool of 32 supervisors. Each trainee had one supervisor each term.

TABLE 5

Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies and Supervisor Ratings of Counsellor Trainee Performance on the CPE for the Total Sample (N=69)^a

	Pre		Pre		Post		Post	
	S-I(16)		S-I(8)		S-I(16)		S-I(8)	
	F	p	F	p	F	p	F	p
<u>Supervisor 1</u>								
A Counselling Relationship	.21	.65	.68	.41	.19	.66	.79	.38
B Professional Responsibility	.81	.37	.89	.35	.00	.96	.01	.92
C Interest and Effort	.19	.67	.22	.64	.22	.64	.01	.91
D Interprofessional Relationships	.17	.68	.47	.50	1.22	.27	.48	.49
Overall Evaluation	.01	.92	.08	.87	.02	.88	.46	.50
<u>Supervisor 2</u>								
A Counselling Relationship	1.00	.33	1.76	.19	.51	.48	1.84	.18
B Professional Responsibility	7.34	.01*	7.56	.01*	8.64	.00**	6.85	.01*
C Interest and Effort	1.35	.25	2.89	.94	1.11	.30	1.68	.20
D Interprofessional Relationships	4.25	.03*	4.35	.04*	5.15	.03*	4.80	.03*
Overall Evaluation	4.77	.03*	5.35	.02*	1.48	.23	2.29	.14

*p < .05 **p < .01

^aDue to missing data, N varies from 59 to 68.

Statistical Tests for Hypothesis 3

The statistical analyses for Hypothesis 3 sought to test whether or not S-I congruence and counsellor trainee performance, as indicated by the supervisors' ratings on the CRS, are related. Due to missing data, the scores for sections I and II on the CRS could not be totalled for comparison. Tables 6 and 7 report the results obtained when the S-I congruence discrepancies were compared with supervisors' ratings on individual CRS subscales.

Table 6 reports that no significant Pearson correlations, beyond those expected by chance, were found between the S-I congruence discrepancies and supervisors' ratings on the CRS. These results were taken to indicate that the hypothesized relationship is not linear.

The results of the curvilinear analyses conducted to test Hypothesis 3 are presented in Table 7. By examining Table 7, one can see that a number of significant F ratios were found between the S-I congruence discrepancies and subscales from each of the three sections of the CRS. Each of the significant curvilinear relationships found have concave down directionality. Several of the quadratic equations which used the pre S-I (8) congruence discrepancies as predictors were able to account for over 20 per cent of the criterion variance. These results were taken as confirmation of Hypothesis 3, subject to the criticism that a multivariate regression analysis would have been a more appropriate test of the hypothesis had it been available.

TABLE 6
Summary of Pearson Product Moment Correlations between S-I Discrepancies and Second Term
Supervisor Ratings of Counsellor Trainee Performance on the CRS for the Total Sample (N=69)^a

	Pre				Post			
	S-I(16)		S-I(8)		S-I(16)		S-I(8)	
	r	p	r	p	r	p	r	p
I Flexibility in Counselling								
a counsellor-client collaborations	-.01	.97	-.07	.61	-.18	.19	-.13	.33
b attains client's perspective	.05	.73	-.00	.99	-.18	.19	-.13	.45
c responds appropriately	.02	.87	-.04	.76	-.17	.21	-.08	.58
d professionally objective	-.17	.21	-.23	.09	-.09	.51	-.08	.56
e handling of unexpected situations	-.02	.90	-.06	.65	-.13	.36	-.06	.67
f appropriate interpretation	.00	.98	-.06	.68	-.21	.12	-.21	.12
II Response to Supervision								
a openness to supervision	.12	.38	.08	.56	-.12	.37	-.12	.40
b understands dynamics	-.10	.49	-.18	.19	-.27	.04*	-.25	.07
c consults appropriately	-.02	.88	.00	.98	-.11	.47	-.06	.71
d professional commitment	-.16	.24	-.19	.16	-.16	.25	-.14	.31
III Overall Competence	-.08	.58	-.12	.41	-.20	.16	-.17	.23

*p < .05

^aDue to missing data, N varies from 44 to 55.

TABLE 7

Summary of F Ratios Obtained from the Curvilinear Analysis between S-I Discrepancies and Second Term Supervisor Ratings of Counsellor Trainee Performance on the CRS for the Total Sample (N=69)^a

	Pre				Post			
	S-I(16)		S-I(8)		S-I(16)		S-I(8)	
	F	p	F	p	F	p	F	p
I Flexibility in Counselling								
a counsellor-client collaboration	4.29	.04*	5.63	.02*	4.14	.04*	4.82	.03*
b attains client's perspective	3.17	.08	3.86	.05	.30	.58	.45	.50
c responds appropriately	1.25	.27	1.97	.17	1.37	.24	3.39	.07
d professionally objective	10.12	.00**	14.78	.00**	5.52	.02*	8.73	.00**
e handling of unexpected situations	2.43	.12	3.04	.09	.23	.63	.59	.45
f appropriate interpretation	5.00	.03*	5.92	.02*	1.41	.24	2.45	.12
II Response to Supervision								
a openness to supervision	7.24	.01*	12.98	.00**	2.42	.13	3.14	.08
b understands dynamics	5.43	.02*	10.28	.00**	2.81	.10	6.01	.02*
c consults appropriately	.82	.37	.79	.38	.02	.90	.35	.56
d professional commitment	2.93	.09	4.28	.04*	.01	.91	.00	.96
III Overall Competence	4.72	.03*	6.27	.01*	.97	.32	1.43	.24

*p < .05

**p < .01

^aDue to missing data, N varies from 44 to 55.

Further Analyses of Hypotheses 1, 2, and 3

The prime thesis of the present study was that there is a relationship ($p < .05$) between S-I congruence and rated counsellor trainee performance. Due to the different findings of previous studies (Hay, 1966; Vellutino, 1964) which had used S-I congruence as predictors of performance, and due to the different views of other researchers (Rogers, 1951; Block and Thomas, 1955) about the meanings of various S-I congruences, the research hypotheses were stated in rather general terms. Upon confirmation of these hypotheses, it was decided that further analysis of the data might reveal more specific information about the nature of the relationship between S-I congruence and rated counsellor trainee performance. Therefore, linear and curvilinear analyses were employed to investigate the relationships between S-I congruence and trainee performance for groups classified either according sex differences or to training class.

Further Linear Analyses. Tables D-1 to D-10 in Appendix D report the Pearson product moment correlations found between the S-I congruence discrepancies and the various criteria of counsellor trainee performance for groups divided according to sex differences or training class. The number of significant correlations found between those variables is below the number which would have normally been expected by chance. Therefore, it was concluded that the relationship between S-I congruence and counsellor trainee performance is not linear for any of those groups.

Further Curvilinear Analyses. Tables D-11 to D-20, in Appendix D, report the F ratios found between the S-I congruence discrepancies and the various criteria of counsellor trainee performance for groups which were divided either according to sex differences or training class.

When the trainees were classified into groups according to sex differences, no significant F ratios were found between the S-I discrepancy variables and the various measures of counsellor trainee performance for the "female" group (see Tables D-11, D-12, and D-14). In contrast to these results, a number of significant F ratios were found between those variables for the "male" group (see Tables D-11, D-13, and D-15). Each of these significant relationships found have concave down directionality.

Tables D-16 to D-20 show the F ratios obtained from the curvilinear analyses which were conducted between the S-I discrepancies and the various performance criteria for trainees when grouped according to training class. No significant F ratios, beyond the number expected by chance, were found between those variables for the "night" group (see Tables D-16, D-17, and D-19). However, a number of significant F ratios were found between the S-I congruence discrepancies and each of the counsellor trainee performance criteria for the "day" group. In many instances these F ratios were more significant than the ones which were found between those variables in the earlier tests of the research hypotheses. Each of these significant relationships found have concave down directionality.

Conclusions about Results of Further Analyses. The results of the further analyses reported in Tables D-1 to D-20, in Appendix D, support conclusions about the earlier findings for Hypotheses 1, 2, and 3 in the following ways:

1. No significant linear relationships were found between S-I congruence and the various criteria of counsellor trainee performance.
2. A number of significant curvilinear relationships were found between S-I congruence and the various criteria of counsellor trainee performance.
3. Each of the significant curvilinear relationships found have concave down directionality.
4. In general, curvilinear relationships with the highest significance were found between the pre S-I (8) congruence discrepancies and the various performance criteria.
5. In general, the curvilinear relationships with the highest significance were found between the S-I congruence discrepancies and certain CRS subscales.
6. No significant curvilinear relationships were found between S-I congruence and the first term supervisors' ratings on the CPE.

The results of these further analyses partially indicated how each of the various component groups contributed to the confirmation of the research hypotheses. From the results obtained when the total group of trainees was classified into smaller groups according to sex differ-

ences, it was concluded that:

1. Several relationships between S-I congruence and certain dimensions of rated counsellor trainee performance are significant for the "male" group.
2. The relationship between S-I congruence and rated counsellor trainee performance is not significant for the "female" group.

From the results obtained when the group of trainees was classified into smaller groups according to their training class, it was noted that:

1. Several relationships between S-I congruence and certain dimensions of rated counsellor trainee performance are significant for the "day" group. In most instances, the values of the F ratios found are more significant than those found by the tests for research hypotheses.
2. The relationship between S-I congruence and rated counsellor trainee performance is not significant for the "night" group.

Additional Findings

S-I congruence as a Measure of Self-Regard. Leary (1957) suggested that the difference between self concept and ideal-self concept on the ICL can be considered as a measure of self-regard. Tables 8 and 9 report results which tend to provide some support for the meaning suggested by Leary.

The trainees were required to submit "self ratings" of their performance as counsellors on the CRS and the CPE to the director of the practicum course. The self ratings might be considered as measures of "regard of self" as counsellors. The negative correlations between the S-I discrepancies and these self ratings reveal that individuals with high S-I discrepancies rate themselves significantly lower ($p < .05$) on most of the CPE and CRS subscales than those individuals with small S-I discrepancies.

Further analyses were conducted to investigate whether or not any differences would be found for correlations between S-I discrepancies and self ratings of performance for groups classified according to sex differences. Tables D-21 to D-24 inclusive in Appendix D present the results of those analyses.

By referring to Tables D-21 to D-24, one can see that many of the correlations between the S-I discrepancies and self ratings of counselor performance are significant for male trainees, but not for female trainees. It is also interesting to note that while all of the correlations are negative for males, such is not the case for females.

TABLE 8

Summary of Pearson Product Moment Correlations between S-I Discrepancies and Self-Ratings
of Counsellor Trainee Performance on the CPE for the Total Sample (N=69)

	Pre			Post		
	S-I(16)			S-I(8)		
	r	p		r	p	
Self-Rating 1						
A Counselling Relationship	-.24	.05	-.24	.05	.31	-.09 .49
B Professional Responsibility	-.20	.12	-.20	.12	.02*	-.19 .13
C Interest and Effort	-.42	.00**	-.41	.00**	.00**	-.31 .01*
D Interprofessional Relationships	-.09	.49	-.08	.53	.38	-.07 .57
Overall Evaluation	-.22	.09	-.24	.06	.04*	-.24 .05
Self-Rating 2						
A Counselling Relationship	-.12	.33	-.13	.32	.02*	-.31 .01*
B Professional Responsibility	-.05	.71	-.04	.77	.03*	-.22 .08
C Interest and Effort	-.26	.03*	-.22	.07	.01*	-.30 .01*
D Interprofessional Relationships	-.27	.03*	-.26	.04*	.00**	-.35 .00**
Overall Evaluation	-.30	.02*	-.28	.02*	.00**	-.42 .00**

*p < .05

**p < .01

TABLE 9

Summary of Pearson Product Moment Correlations between S-I Discrepancies and Self-Ratings of Counsellor Trainee Performance on the CRS for the Total Sample (N=69)

	Pre				Post			
	S-I(16)		S-I(8)		S-I(16)		S-I(8)	
	r	p	r	p	r	p	r	p
I Flexibility in Counselling								
a counsellor-client collaboration	-.27	.02*	-.28	.02*	-.31	.01*	-.30	.01*
b attains client's perspective	-.17	.18	-.12	.34	-.17	.17	-.13	.29
c responds appropriately	-.08	.49	-.11	.39	-.26	.03*	-.22	.07
d professionally objective	-.18	.14	-.18	.14	-.32	.01*	-.32	.01*
e handling of unexpected situations	-.25	.04*	-.22	.07	-.31	.01*	-.30	.01*
f appropriate interpretation	-.04	.75	-.04	.77	-.28	.02*	-.23	.06
II Response to Supervision								
a openness to supervision	-.26	.03*	-.30	.01*	-.27	.03*	-.28	.02*
b understands dynamics	-.17	.16	-.21	.09	-.39	.00**	-.36	.00**
c consults appropriately	-.32	.01*	-.30	.01*	-.25	.04*	-.25	.03*
d professional commitment	-.10	.43	-.13	.31	-.24	.05	-.20	.11
III Overall Competence	-.32	.01*	-.30	.01*	-.45	.00**	-.46	.00**

*p < .05

**p < .01

These results raise the possibility that S-I congruence is a better index for measuring self-regard for males than it is for females. From a review of studies investigating self concept and sex differences, there appears to be little research in this area and the need for further studies which might clarify the nature of S-I congruence and sex differences is apparent.

S-I Congruence and Age. Bloom (1961) hypothesized, and found, a curvilinear relationship between self-acceptance and age. He reported that self-acceptance steadily increased from age twenty to a peak during the 50-59 period and then it declined. In the present study some evidence was also found showing that S-I congruence increases with age, as significant negative correlations were obtained by comparing age with pre and post S-I discrepancies. Table 10 summarizes these findings for the total group of trainees. No attempt was made to examine these relationships with respect to sex differences.

From a regression analysis, it was found that the relationships between S-I congruence discrepancies and age were not curvilinear. However, the results support Bloom's (1961) findings since nearly all of the trainees were under fifty years of age.

TABLE 10

Summary of Pearson Product Moment Correlations Comparing
S-I Discrepancies and Counsellor Trainees' Age (N=69)

Pre S-I (16)		Pre S-I (8)		Post S-I (16)		Post S-I (8)	
r	p	r	p	r	p	r	p
-.24	.05	-.28	.02*	-.22	.04*	-.27	.00**

Age

*p < .05

**p < .01

Change in Self Concept and Ideal-Self Concept. The decrease of S-I discrepancies with an increase in age means that both the "self" and "ideal-self" move closer together. This, of course, would have an effect on the reliability of S-I discrepancies over a given period of time.

Wylie (1961) has stated that a significant psychological question to ask would be, how much do the "self" and "ideal-self" concepts contribute individually to the decrease in the S-I discrepancy. During the test-retest period of the present study, the mean S-I discrepancies became slightly, but not significantly, smaller. For example, the mean of the S-I (8) discrepancies changed from 20.0 (S.D.=8.5) to 18.8 (S.D.=8.3) over the test-retest period.

"Pre self - post self (S-S) discrepancies" and "pre ideal - post ideal (I-I) discrepancies" were calculated by using the vector distance formula. The S-S (8) discrepancies underwent a mean change of 14.4 (S.D.=5.3), while the I-I (8) discrepancies underwent a mean change of 11.1 (S.D.=5.0). A "t" test for differences between means showed that the "self" scores changed significantly more than the "ideal-self" scores ($t=3.1$, $p<.01$). These results are consistent with those reported by Wylie (1961) and Rudikoff (1954) which found "self" scores less consistent than "ideal" scores in other test-retest experiments. The reliability for both the S-I (16) and the S-I (8) congruence discrepancies was .61 over the seven month testing period of the present study.

Comparison of First and Second Term Supervisors' Ratings

Since the first and second term supervisors rated the trainees with the "Counsellor Practicum Evaluation" (CPE) form, it was possible to compare supervisor pairs with respect to their ratings of the trainee(s) they supervised. Table 11 summarizes these results.

Table 11 shows correlations obtained when individual scales on first term form were compared with the same scale on second term forms. For a given trainee, both supervisors seemed to best agree on their ratings of ability to establish "effective" counselling relationships ($r=.51$, $p<.01$) and overall competence in counselling ($r=.50$, $p<.01$). A slightly lower correlation of $.45$ ($p<.01$) was found for part C which rated "interest," "effort," and "sincerity." Low non-significant correlations were found between the supervisors' ratings of part B, "Professional Responsibility" ($r=.21$, $p=.10$), and part C, "Interprofessional Relationships" ($r=.07$, $p=.65$). These results indicate some lack of agreement between the supervisors on these scales.

TABLE 11
A Summary of Pearson Product Moment Correlations Comparing First Term Supervisor CPE Ratings,
Second Term Supervisor CPE Ratings, and Final Grades of Counsellor Trainees (N=69)^a

Supervisor 2	Supervisor 1			Counselling Relationship			Professional Responsibility			Interest & Effort			Inter-Professional Relationships			Overall Evaluation			Final Grades	
	r	p		r	p		r	p		r	p		r	p		r	p		r	p
A Counselling Relationship	.51	.00		.41	.00		.50	.00		.49	.00		.53	.00		.73	.00			
B Professional Responsibility	.24	.06		.21	.10		.25	.05		.24	.08		.22	.09		.47	.00			
C Interest & Effort	.48	.00		.40	.00		.45	.00		.47	.00		.52	.00		.62	.00			
D Interprofessional Relationships	.24	.09		.08	.57		.21	.13		.07	.65		.26	.00		.54	.00			
Overall Evaluation	.48	.00		.44	.00		.54	.00		.46	.00		.50	.00		.78	.00			
Final Grade	.74	.00		.54	.00		.62	.00		.61	.00		.69	.00						

^aDue to missing data, N varies from 53 to 68.

Age and Counsellor Trainee Performance

Table 12 reports the final grade distribution for male and female trainees with respect to age. The Pearson correlation between age and rated counsellor performance, as indicated by final grades, is $-.27$ ($p < .05$). This finding suggests that as age increases, the rated performance of counsellor trainees decreases.

TABLE 12

Summary of Final Grade Distribution of
Counsellor Trainees According to Age and Sex (N=69)

		Final Grade					Total
	Age	5	6	7	8	9	
Males N=49	20-24	1		1	1		3
	25-29			5	9	2	16
	30-34		2	4	2	1	9
	35-39		1	2	5		8
	40-44			4	1		5
	45 +	1	3	4			8
Females N=20	20-24					1	1
	25-29		1	1	2	1	5
	30-34			3			3
	35-39	1			2		3
	40-44				2	1	3
	45 +		1	2	2		5
Totals		3	8	26	26	6	69

CHAPTER V

SUMMARY, CONCLUSIONS, AND DISCUSSION

Summary

The reason for the present study was derived from the rather equivocal findings which the literature reveals on the relationship between self - ideal-self (S-I) congruence measures and their relationship to observed behavior. A review of the related research indicated that the relationship between S-I congruence and rated performance behaviors should be either linear or curvilinear in nature. Thus three hypotheses which sought to investigate the relationship between S-I congruence and supervisor ratings of counsellor trainee performance were formulated.

Self concept and ideal-self concept scores were obtained in October, 1967, and April, 1968, from counsellor trainees who were registered in a graduate practicum course in counselling. Pre and post S-I congruence discrepancies were calculated with a vector distance formula (see pages 39-40). The S-I discrepancy scores were then compared with rated counsellor trainee performance, as indicated by final grades, and supervisor ratings on two counsellor evaluation instruments.

To test the hypotheses, use was made of the IBM 360/67 computer facilities at the University of Alberta. For each of the three hypotheses, it was necessary to perform both linear and curvilinear statistical analyses. Pearson product moment correlations were calculated to test for linear relationships, while

multiple regression F ratios were used to investigate curvilinear relationships.

Conclusions

The conclusions for each of the three hypotheses tested are presented individually below:

Hypothesis 1

There is a relationship ($p < .05$) between S-I congruence and rated counsellor trainee performance, as indicated by final grades.

No significant Pearson correlations were found between the S-I congruence discrepancies and the final grades. Therefore, no evidence was found to support the premise that the relationship between those variables is linear.

In the curvilinear analysis, significant F ratios were found between the pre S-I congruence discrepancies and the final grades. Each of the significant relationships found have concave down directionality. That is to say, in general, trainees with moderate S-I discrepancies received higher grades than trainees with either high or low S-I discrepancies. These results were taken as confirmation of Hypothesis 1.

Hypothesis 2

There is a relationship ($p < .05$) between S-I congruence and rated counsellor trainee performance, as indicated by supervisor ratings of the CPE.

No significant Pearson correlations were found for the relationship between S-I congruence discrepancies and the supervisors' ratings on the CPE. Therefore, it was concluded that the relationship hypothesized between those variables is not linear.

The curvilinear analysis of S-I congruence and the first term supervisors' ratings produced no significant results. Contradicting those findings, however, are a number of significant F ratios which were found for the relationships between the S-I discrepancies and the second term supervisors' ratings. Each of these significant relationships found have concave down directionality. These results were taken as confirmation of Hypothesis 2.

Hypothesis 3

There is a relationship ($p < .05$) between S-I congruence and rated counsellor trainee performance, as indicated by supervisor ratings on the CRS.

In general, no significant Pearson correlations were found between the S-I congruence discrepancies and the CRS ratings. Therefore, it was concluded that the relationship hypothesized between those variables is not linear.

Several significant F ratios were found by the regression analysis for relationships between the S-I congruence discrepancies and CRS ratings. Each of the significant curvilinear relationships found in the tests for Hypothesis 3 have concave down directionality. These results were taken as confirmation of Hypothesis 3.

Discussion

The major assumption, upon which the hypotheses were based, has been supported. The assumption was essentially that the congruence of self concept (S) with ideal-self concept (I) and performance behavior are related. It appears that there are relationships between self - ideal-self (S-I) congruence and certain dimensions of rated performance of counsellor trainees. Those relationships are curvilinear and were found with various measures of counsellor trainee effectiveness.

The findings of the present study raise some interesting questions for further examination and discussion. The remainder of this chapter deals with possible explanations for these findings and some implications they raise for future research.

S-I Congruence as a Predictor of Trainee Performance. The findings of the present study have suggested that the relationship between S-I congruence and rated counsellor trainee performance is curvilinear. Furthermore, that relationship has concave down directionality. That is to say, in general, trainees with moderate S-I congruences received higher grades than trainees with either "high" or "low" congruences. Therefore, these results suggest that with regard to the performance of counsellor trainees, there appears to be an optimal S-I congruence range. Other studies (Block and Thomas, 1955; Vellutino, 1964) have also suggested the presence of an optimal S-I congruence range.

But how well does S-I congruence predict counsellor trainee performance? The answer to this question has a dual nature. For the trainee group as a whole the "best" regression line appears to be a

parabolic curve with concave down directionality (see Figure 2). Thus for a given group of counsellor trainees with similar S-I congruence discrepancies, S-I congruence might be a "good" predictor of the group's relative performance.

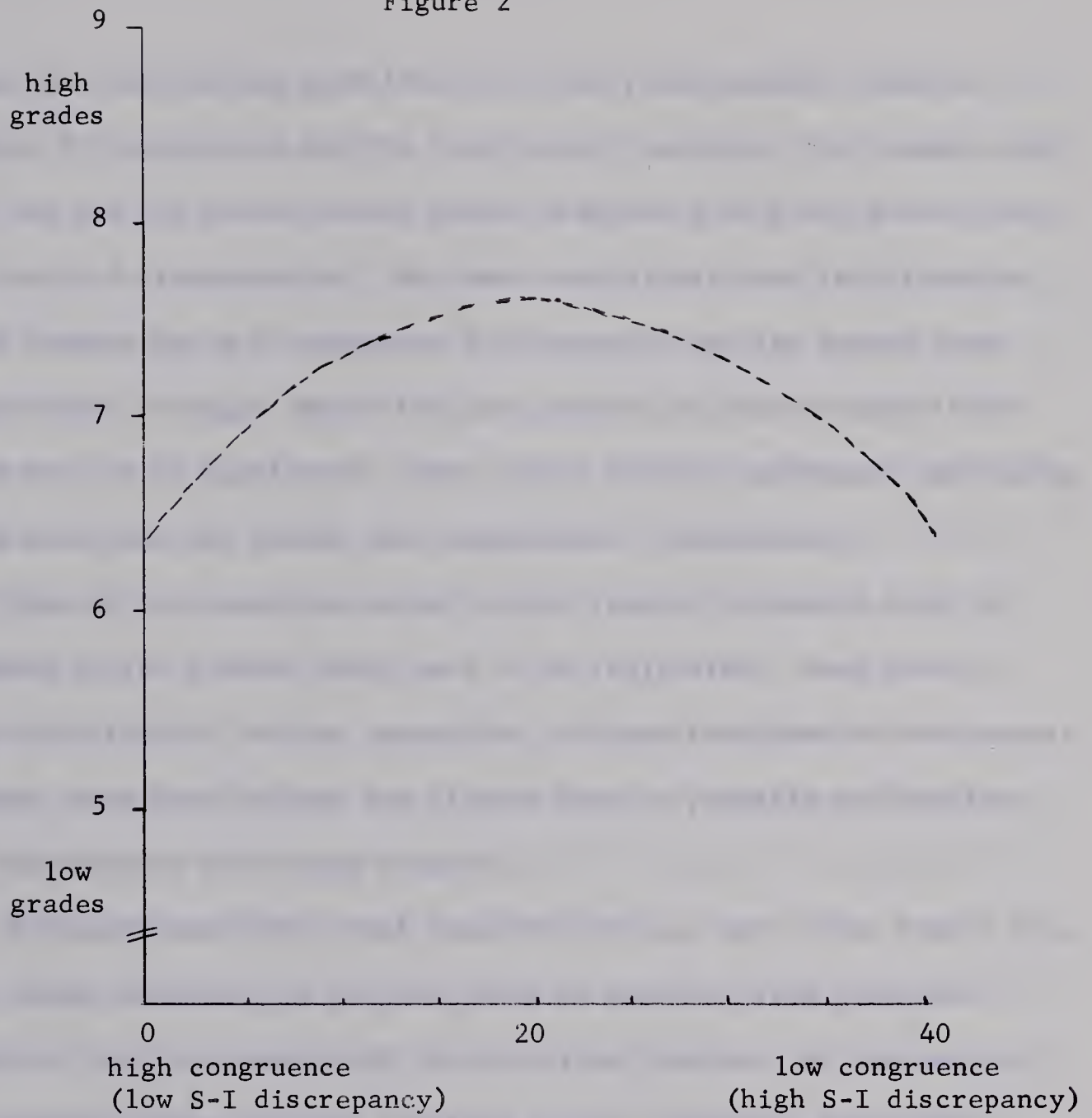
As a predictor of a given trainee's performance, however, it appears that the S-I congruence measured by our present instruments is not a "good" predictor of counsellor trainee performance. Figure 2 illustrates the regression curve which "best" describes the relationship between pre S-I (8) congruence discrepancies and final practicum grades. Since only 8.2 per cent of the criterion variance is accounted for by the quadratic equation which defined the curve in Figure 2, it may be presumed that scores of individual trainees vary considerably from that line.

Part of the difficulty encountered in making individual predictions may be due to the types of variables used. The S-I congruence scores were treated as "continuous" variables which ranged from zero to forty-one. These were compared with criterion scores which were "interval" variables.

The quadratic equations generated by the regression analysis utilize S-I congruence variables to predict criterion scores. The criterion scores predicted, however, are of a "continuous" nature and therefore some error in prediction likely could be expected. For example, the equation might predict 7.3 for a grade which could only be 7 or 8.

An Interesting Pattern. The results of the present study also

Figure 2



Parabolic curve generated by quadratic equation
 $P = -.003 X^2 + .12 X + 6.4$, where P represents
 final grades in practicum and X represents S-I(8)
 congruence discrepancies.

P	6.4	6.9	7.3	7.5	7.6	7.5	7.3	7.0	6.4
X	0	5	10	15	20	25	30	35	40

raise some confounding questions about the relationships observed between S-I congruence and the supervisors' ratings. For example, why were the pre S-I discrepancies better predictors of final grades than the post S-I discrepancies? Why were more significant relationships found between the S-I congruence discrepancies and the second term supervisors' ratings? Would the same pattern of events recur if the study were to be replicated? What effect did the additional CRS rating forms have upon the second term supervisors' evaluations?

Some of the questions raised by the results presented might be answered if the present study were to be replicated. Even then it might be difficult, if not impossible, to ascertain some of the answers. However, some speculations are offered here as possible explanations for the patterns which were observed.

It seems conceivable that when the trainees were first tested they were rather uncertain as to what would be expected from them with regard to the requirements of the practicum program. At the start of the academic term, they had received little "feedback" about their potential as counsellors. Thus, when the ICL was first administered the trainees may have been anxious to respond as honestly as possible and to the best of their abilities.

As the academic year progressed, the trainees would have become more aware of the standards that would be expected of them. Under close supervision, they supposedly became more aware of how their potential as counsellors was being evaluated. With the end of the year approaching, many of the trainees would have been feeling the pressures

of graduate school exams, or the pressures involved with spring course loads. Having been exposed to other research experiments, they may have been growing weary of being subjects for psychology studies.

Trainees thus may have been less attentive to the ICL items at the end of the second term than they had been at the start of the academic year. Therefore, the pre S-I discrepancies may have been more valid indicators of S-I congruence than the post S-I discrepancies. It is conceivable, then, that if S-I congruence is related to performance, the pre S-I discrepancies would be better predictors of trainee performance.

Other factors, such as contact with Rogers' theory in other courses, may have also had some effects on S-I congruence. However, as no control group was compared in the present study it is impossible to know what treatment effects the program had.

There may be a number of explanations as to why curvilinear relationships were observed between the S-I congruence discrepancies and the second term supervisors' ratings but not the first term supervisors' ratings. It seems plausible that the second term ratings might be more accurate than first term ratings because the supervisors had the advantage of comparing the second term trainees with their first term trainees. This comparison, of course, was not possible in the first term, although the more experienced supervisors would have been able to compare first term trainees with students from previous classes.

Supervisors were both school system and university personnel. The second term ratings of the university supervisors might also be more

accurate assessments of counsellor trainee performance because some of those supervisors would have gained impressions of their trainees through earlier contact at the university.

Other reasons also might account for the curvilinearity observed between S-I congruence and the second term supervisors' ratings. It seems logical that incongruities in personality might manifest themselves more clearly in anxiety-evoking situations. Thus, with the increased pressures which often accompany the termination of the university term, an increase in maladaptive behavior might be observed. If S-I congruence is related to adjustment, as has been suggested by several researchers (Block and Thomas, 1955; Rogers, 1959; Turner and Vanderlippe, 1958), then it would be related to ratings of performance which had been based consciously, or otherwise, upon observations of adaptive or maladaptive behavior.

It would be interesting to determine what effects the addition of the CRS instrument had on the relationship between S-I congruence and rated counsellor trainee performance. This instrument was designed by Whiteley (1967) to assess cognitive flexibility in counsellor trainees. In an earlier study, Byrne (1961) found that individuals with either high or low S-I congruence were limited in the forms of responses they employed. If the counsellor trainees with high or low S-I congruence scores were limited in their responses as Byrne's subjects were, then they would probably tend to receive lower ratings on the CRS from their supervisors.

Group Differences

The further analyses which were conducted after the research hypotheses were confirmed revealed differences between various groups. When the results of these further analyses were examined, it was concluded that when the trainees were divided according to sex differences, the relationships between S-I congruence and certain dimensions of counsellor trainee performance are significant for the "male" group but not for the "female" group. Similarly, when the trainees were divided according to their training groups, the relationships between S-I congruence and certain dimensions of counsellor trainee performance are significant for the "day" group but not the "night" group.

A review of the literature has revealed that very few studies have investigated S-I congruence and the different meanings it might have for males and females. Cole et. al. (1967) reported some evidence indicating that the relationship between S-I congruence and "adjustment" for teenage girls at two institutions was curvilinear. The present study does not support Cole's findings, as the curvilinear relationships between S-I congruence and trainee performance were not found for the "female" group.

Future research might be specifically interested in clarifying the relationships between S-I congruence and performance of groups divided according to sex differences. For example, it would be interesting to determine whether or not the results reported in the present study are due to the fact that most of the supervisors were males. It seems possible that male supervisors might be more sensitive

to the effects of personality incongruities in male trainees than they are to similar incongruities in female trainees. Therefore, it might be interesting in future studies of this nature to investigate whether or not similar findings would result with more females as supervisors.

The different results found for the "day" and "night" groups might have been anticipated. In many instances the university practicum supervisors were in contact with the "day" trainees through other courses. Therefore they may have been able to base their evaluations on the "day" group using more information than they had on the night group.

Of course other factors such as different daily experiences and pressures may have influenced the differences found between the "day" and "night" groups. The "day" group was significantly younger than the "night" group. Since S-I congruence increases with age and since age and trainee performance (as indicated by final grades) are negatively related, perhaps some interaction effect between those variables has influenced the results. Future studies may be designed to investigate S-I congruence and trainee performance by comparing groups of trainees with similar ages.

Two Rating Scales

Some difficulty was also experienced in the present study due to the "criterion" problem. During the practicum course different supervisors expressed different opinions with regard to what their views on effective counselling entailed. It would be expected that their frames of reference for marking the same scales would differ. However, the low inter-rater correlations found for scales B (Professional Responsibility) and D (Interprofessional Relationships) of the CPE raise some suspicions as to the meaningfulness of those scales for evaluating counsellor trainees.

A variety of reasons probably contributed to only a moderate correlation of .50 ($p < .01$) being found between the first and second term supervisors' ratings on the "Overall Evaluation" scale of the CPE. In any effective training program it should be expected that rated trainees' abilities should change during the training period. As well, each of the training settings provides a different type of clientele for counselling. Where a counsellor trainee might be quite effective in a school setting, he might be ineffective in a more clinical setting or vice versa.

Other studies (Allen, 1967; Whiteley, 1967), however, have reported higher inter-rater reliabilities. Perhaps by eliminating the B and D subscales of the CPE and possibly having greater consensual agreement reached by supervisors (through judging recordings, or video-tapes), it might be possible to increase the inter-rater reliabilities. Other criteria, such as client "drop-out" rates, client ratings of counsellor

trainees, or measures of outcome, could be employed for comparison with predictor variables.

The highest number of significant curvilinear relationships were found between the various S-I congruences and the second term supervisors' CRS ratings. For some scales on that instrument the S-I congruence variables predicted as high as 22 per cent of the criterion variance. If researchers are interested in developing a more specific hypothesis about the relationship between S-I congruence and certain dimensions of trainee performance, they could perhaps consider the CRS for further validation and experimentation.

Towards a More Specific Hypothesis

The three research hypotheses in the present study were stated in rather general terms. Although they were confirmed, it is apparent from the research results that S-I congruence is related to only certain dimensions of counsellor trainee performance. These results perhaps should have been expected, as Turner and Vanderlippe (1958) found that S-I congruence was related to only certain dimensions of adjustment. Future researchers might profit by directing their attention to the relationships between S-I congruence and specific dimensions of counsellor trainee performance.

In the present study no attempt was made to determine how each of the ICL components contributed to a given S-I discrepancy. In effect, trainees with the same discrepancy scores were considered to have the same degree of congruence. If some means of differentiating between equal "global" congruence scores can be developed, then it may be

possible to predict performance more accurately with S-I congruence.

To conclude, it should be emphasized that the need for follow-up research into the nature of the relationship between S-I congruence and rated counsellor trainee performance is apparent. The thesis of the present study, that there is a relationship between S-I congruence and rated counsellor trainee performance, was confirmed with some reservations. Perhaps with the benefit of multivariate regression techniques and perhaps with more refinements, S-I congruence may offer the promise of a subtle approach to the prediction and selection of counsellor trainees.

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APPENDICES

APPENDIX A

The Interpersonal Check List (ICL) is a self-report measure of interpersonal behavior. It consists of 100 items that are rated on a 5-point scale from 1 (never) to 5 (always). The ICL is designed to measure a wide range of interpersonal behaviors, including assertiveness, dominance, and social skills. The ICL is a reliable and valid measure of interpersonal behavior, and it has been used in a variety of research studies.

1. I am assertive.
2. I am dominant.
3. I am socially skilled.
4. I am assertive and dominant.
5. I am assertive and socially skilled.
6. I am dominant and socially skilled.
7. I am assertive and socially skilled.
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98. I am assertive and socially skilled.
99. I am assertive and socially skilled.
100. I am assertive and socially skilled.

APPENDIX A

The Interpersonal Check List

THE INTERPERSONAL CHECK LIST

INSTRUCTIONS: Please indicate whether you view each of the attributes listed below as being either mostly true or mostly false as they apply to you. It is very important that you check either "true" or "false" for each item, even if you are somewhat uncertain of your choice. Also, try to work quickly; most people can complete this information in less than 15 minutes. Use Col. 1 for true; Col. 2 for false on the IBM answer sheet.

- 1 Able to give orders
- 2 Appreciative
- 3 Apologetic
- 4 Able to take care of self
- 5 Accepts advice readily
- 6 Able to doubt others
- 7 Affectionate and understanding
- 8 Acts important
- 9 Able to criticize self
- 10 Admires and imitates others
- 11 Agrees with everyone
- 12 Always ashamed of self
- 13 Very anxious to be approved of
- 14 Always giving advice
- 15 Bitter
- 16 Bighearted and unselfish
- 17 Boastful
- 18 Businesslike
- 19 Bossy
- 20 Can be frank and honest
- 21 Clinging vine
- 22 Can be strict if necessary
- 23 Considerate
- 24 Cold and unfeeling
- 25 Can complain if necessary
- 26 Cooperative
- 27 Complaining
- 28 Can be indifferent to others
- 29 Critical of others
- 30 Can be obedient
- 31 Cruel and unkind
- 32 Dependent
- 33 Dictatorial
- 34 Distrusts everybody
- 35 Dominating

- 36 Easily embarrassed
- 37 Eager to get along with others
- 38 Easily fooled
- 39 Egotistical & conceited
- 40 Easily led
- 41 Encouraging others
- 42 Enjoys taking care of others
- 43 Expects everyone to admire him
- 44 Faithful follower
- 45 Frequently disappointed
- 46 Firm but just
- 47 Fond of everyone
- 48 Forceful
- 49 Friendly
- 50 Forgives anything
- 51 Frequently angry
- 52 Friendly all the time
- 53 Generous to a fault
- 54 Gives freely of self
- 55 Good leader
- 56 Grateful
- 57 Hard-boiled when necessary
- 58 Helpful
- 59 Hard-hearted
- 60 Hard to convince
- 61 Hot-tempered
- 62 Hard to impress
- 63 Impatient with others' mistakes
- 64 Independent
- 65 Irritable
- 66 Jealous
- 67 Kind and reassuring
- 68 Likes responsibility
- 69 Lacks self-confidence
- 70 Likes to compete with others
- 71 Lets others make decisions
- 72 Likes everybody
- 73 Likes to be taken care of
- 74 Loves everyone
- 75 Makes a good impression

- 76 Manages others
- 77 Meek
- 78 Modest
- 79 Hardly ever talks back
- 80 Often admired

- 81 Obeys too willingly
- 82 Often gloomy
- 83 Outspoken
- 84 Overprotective of others
- 85 Often unfriendly

- 86 Oversympathetic
- 87 Often helped by others
- 88 Passive and unaggressive
- 89 Proud and self-satisfied
- 90 Always pleasant & agreeable

- 91 Resentful
- 92 Respected by others
- 93 Rebels against everything
- 94 Resents being bossed
- 95 Self-reliant and assertive

- 96 Sarcastic
- 97 Self-punishing
- 98 Self-confident
- 99 Self-seeking
- 100 Shrewd and calculating

- 101 Self-respecting
- 102 Shy
- 103 Sincere & devoted to friends
- 104 Selfish
- 105 Skeptical

- 106 Sociable and neighborly
- 107 Slow to forgive a wrong
- 108 Somewhat snobbish
- 109 Spineless
- 110 Stern but fair

- 111 Spoils people with kindness
- 112 Straightforward and direct
- 113 Stubborn
- 114 Suspicious
- 115 Too easily influenced by friends

- 116 Thinks only of self
- 117 Tender and soft-hearted
- 118 Timid
- 119 Too lenient with others
- 120 Tender and easily hurt

- 121 Too willing to give to others
- 122 Tries to be too successful
- 123 Trusting and eager to please
- 124 Tries to comfort everyone
- 125 Usually gives in

- 126 Very respectful to authority
- 127 Wants everyone's love
- 128 Well thought of
- 129 Wants to be led
- 130 Will confide in anyone

- 131 Warm
- 132 Wants everyone to like him
- 133 Will believe anyone
- 134 Well-behaved

APPENDIX B

The Counsellor Practicum

Evaluation Form

COUNSELLOR PRACTICUM EVALUATION FORM

Ed. Psych. 512 1968-69

Term I II (Circle which term)

Name of practicum student: _____

Name of evaluator: _____

Date of evaluation: _____

The following nine-point rating system should be used in making the ratings below:

- | | |
|---|--|
| 9 - Outstanding
8 - Above average
7 - Average
6 - Below average
4 or less - Failure | <u>NOTE:</u> Do not use a rating of "5".
This is a "pass" for diploma students
but a "fail" for graduate students.
Students are to be rated on their
merits with <u>no</u> consideration being
given to whether they are diploma or
degree students. |
|---|--|

Rate each of the following characteristics and give an overall evaluation:

- A. Counselling relationship, including sensitivity to client feelings and attitudes, ability to establish "open" and "easy" relationships with clients, flexibility in approach, effectiveness in helping clients to explore needs and define problems, effective relationship with parents, and so on. _____
- B. Sense of professional responsibility, including matters of confidentiality, keeping appointments on time, regular consultations with consultants, and so on. _____
- C. Interest and effort, including sincerity of interest in counselling, efforts to grow as a counsellor, initiative and ingenuity, and so on. _____
- D. Inter-personal relationships, including ability to establish effective working relationships with other school staff, with community agencies, with private practitioners in the mental health field, and so on. _____
- Overall evaluation _____

Descriptive Statement

Write a paragraph or two on the back describing both assets and weaknesses of the practicum student as he or she has been functioning as a counsellor, and give some indication of his or her potential for counselling as you see it. Be as specific as you like. For example, if the student is likely to have a preference for and/or be more successful with clients of a certain age or with certain types of problems, this should be noted.

THE COUNSELLOR RATING SCALE

Name _____	
Date _____	
Time _____	
Place _____	
Counsellor _____	
Client _____	
Session _____	
Rating _____	

1. The counsellor is warm and friendly.	2. The counsellor is understanding.
3. The counsellor is honest and direct.	4. The counsellor is empathetic.
5. The counsellor is supportive.	6. The counsellor is non-judgmental.
7. The counsellor is a good listener.	8. The counsellor is a good problem solver.
9. The counsellor is a good role model.	10. The counsellor is a good teacher.

APPENDIX C

The Counsellor Rating Scale

1. The counsellor is warm and friendly.	2. The counsellor is understanding.
3. The counsellor is honest and direct.	4. The counsellor is empathetic.
5. The counsellor is supportive.	6. The counsellor is non-judgmental.
7. The counsellor is a good listener.	8. The counsellor is a good problem solver.
9. The counsellor is a good role model.	10. The counsellor is a good teacher.

11. The counsellor is a good role model.	12. The counsellor is a good teacher.
13. The counsellor is a good listener.	14. The counsellor is a good problem solver.
15. The counsellor is a good role model.	16. The counsellor is a good teacher.
17. The counsellor is a good listener.	18. The counsellor is a good problem solver.
19. The counsellor is a good role model.	20. The counsellor is a good teacher.

21. The counsellor is a good role model.	22. The counsellor is a good teacher.
23. The counsellor is a good listener.	24. The counsellor is a good problem solver.
25. The counsellor is a good role model.	26. The counsellor is a good teacher.
27. The counsellor is a good listener.	28. The counsellor is a good problem solver.
29. The counsellor is a good role model.	30. The counsellor is a good teacher.

THE COUNSELLOR RATING SCALE

Name: _____

I _____

II _____

III _____

I. Flexibility in the Counselling Process

- | | | |
|-----|---|---|
| (a) | Counsellor effectively collaborates <u>with</u> clients - explores and examines <u>with</u> them. | Early closure on presenting problem - little exploration <u>with</u> clients. |
|-----|---|---|

7	6	5	4	3	2	1
---	---	---	---	---	---	---

- | | | |
|-----|--|---|
| (b) | Focus on client's perspective (internal frame of reference). | Gathering information for its own sake. |
|-----|--|---|

7	6	5	4	3	2	1
---	---	---	---	---	---	---

- | | | |
|-----|--|---|
| (c) | Flexible and effective repertoire of responses to feelings, content, & process when appropriate. | Rigid set of responses. Counsellor appears straight-jacketed in one mode. |
|-----|--|---|

7	6	5	4	3	2	1
---	---	---	---	---	---	---

- | | | |
|-----|--|---|
| (d) | Professionally objective, works within limits of role as counsellor, appropriately involved. | Either excessive distance or over-involvement with clients. |
|-----|--|---|

7	6	5	4	3	2	1
---	---	---	---	---	---	---

- | | | |
|-----|--|---|
| (e) | Can handle the unexpected such as outside interruptions or sudden shifts in affect, mood, discussion, etc. | Gets confused in unexpected situations. Seems trapped, appears not to know what to do, flounders. |
|-----|--|---|

7	6	5	4	3	2	1
---	---	---	---	---	---	---

- (f) Interpretation or suggestions of alternative perceptions, when used, remain close to client's level of awareness - offered tentatively to engage the client's participation and consideration.

Interpretation as an exercise of the counsellor's intellectual prowess.

7

6

5

4

3

2

1

II. Response to Supervision

(a) Listens openly to supervisor. Picks up cues from own tapes. Develops an effective, but personally idiosyncratic style.	Appears not to hear supervisor. Screens out cues; doggedly defends initial positions or tries to imitate other styles.
7 6 5 4	3 2 1
(b) Accurately understands the dynamic complexities of the psychological process within clients, i.e., "normal" problems of developmental stages vs. "abnormal," long standing disruptive problems. Can convey to supervisor awareness of client areas of strength as well as weakness.	Either naive grasp of dynamics or overintellectual (bookish) labeling of categories. Conveys to supervisor the impression that counselling is either "magic" or the classification of clients by "types" or "labels."
7 6 5 4	3 2 1
(c) Consults appropriately with school or referral personnel (teachers & administrators).	Provides too much information (gossip) or too little (hides under the cloak of confidentiality to school).
7 6 5 4	3 2 1
(d) A professional commitment to counselling as a career. Collaborates well with supervisor. Uses supervision to focus on "self" in role of counsellor.	Little commitment or personal involvement in counselling as career, often discusses irrelevant issues in supervision; seems to "miss" appointment; signs of disinterest; excessive complaints on minor issues.
7 6 5 4	3 2 1

III. Overall Rating of Competence

7	6	5	4	3	2	1
Extremely effective; works well with clients; approaches "ideal."		Average competence; some shortcomings; but generally responsive to clients.		Minimal effectiveness. Goes through the motions.		Negative effectiveness. Does not really listen to or understand clients. Preoccupied with self or irrelevancies.

RATER: _____

Appendix D

Statistical Tables

TABLE D-1
Summary of Pearson Product Moment Correlations between S-I Discrepancies and
Final Grades in Counselling Practicum for Counsellor Trainees (N=69)

		Pre		Pre		Post		Post	
		S-I(16)		S-I(8)		S-I(16)		S-I(8)	
		r	p	r	p	r	p	r	p
Final Grades									
Males									
(N=49)		-.15	.31	-.21	.16	-.06	.67	-.03	.83
Final Grades									
Females									
(N=20)		.15	.52	.07	.78	.21	.35	.22	.35

NOTE: The accepted level of significance is $p < .05$.

TABLE D-2

Summary of Pearson Product Moment Correlations between S-I Discrepancies and Supervisor Ratings of Counsellor Trainee Performance on the CPE (Females, N=20)^a

	Pre			Post			Post		
	S-I(16)			S-I(8)			S-I(16)		
	r	p		r	p		r	p	
<u>Supervisor 1</u>									
A Counselling Relationship	.26	.27		.19	.42		.45	.05	
B Professional Responsibility	.24	.33		.17	.49		.25	.31	
C Interest and Effort	.02	.92		.00	1.00		.27	.26	
D Interprofessional Relationships	-.03	.92		-.09	.74		.15	.55	
Overall Evaluation	.24	.32		.16	.53		.34	.15	
<u>Supervisor 2</u>									
A Counselling Relationship	.30	.25		.17	.53		.30	.26	
B Professional Responsibility	.21	.43		.18	.51		.32	.24	
C Interest and Effort	.20	.47		.10	.72		.30	.26	
D Interprofessional Relationships	.26	.37		.22	.45		.38	.19	
Overall Evaluation	.22	.37		.13	.60		.20	.42	

NOTE: The accepted level of significance is $p < .05$.

^aDue to missing data, N varies from 14 to 20.

TABLE D-3
Summary of Pearson Product Moment Correlations between S-I Discrepancies and Supervisor
Ratings of Counsellor Trainee Performance on the CPE (Males, N=49)^a

	Pre			Pre			Post		
	S-I(16)			S-I(8)			S-I(16)		
	r	p		r	p		r	p	
<u>Supervisor 1</u>									
A Counselling Relationship	.07	.65		.02	.87		.11	.47	.10
B Professional Responsibility	.12	.41		.08	.58		.05	.73	.02
C Interest and Effort	.08	.59		.05	.76		-.03	.85	-.05
D Interprofessional Relationships	.06	.72		.00	.99		-.03	.87	-.03
Overall Evaluation	.06	.69		.04	.80		.08	.59	.08
<u>Supervisor 2</u>									
A Counselling Relationship	-.08	.61		-.10	.52		-.16	.29	-.07
B Professional Responsibility	-.22	.14		-.30	.04*		-.20	.19	-.23
C Interest and Effort	-.10	.52		-.13	.40		-.18	.22	-.18
D Interprofessional Relationships	-.22	.18		-.29	.08		-.17	.31	-.18
Overall Evaluation	-.19	.19		-.21	.16		-.22	.14	-.18

*p < .05

^aDue to missing data, N varies from 39 to 48.

TABLE D-4
Summary of Pearson Product Moment Correlations between S-I Discrepancies and Second Term
Supervisor Ratings of Counsellor Trainee Performance on the CRS for Females (N=20)^a

	Pre			Post		
	S-I(16)			S-I(16)		
	r	p	r	r	p	p
I Flexibility in Counselling						
a counsellor-client collaboration	.52	.07	.41	.04	.89	.94
b attains client's perspective	.40	.18	.29	.04	.91	.99
c responds appropriately	.16	.61	.09	-.02	.95	.81
d professionally objective	.30	.32	.21	.24	.43	.54
e handling of unexpected situations	.28	.35	.18	-.07	.82	.71
f appropriate interpretation	.42	.15	.34	-.01	.97	.88
II Response to Supervision						
a openness to supervision	.42	.16	.44	-.09	.78	.92
b understands dynamics	.57	.04*	.50	.04	.90	.88
c consults appropriately	.48	.16	.59	-.08	.82	.71
d professional commitment	.42	.15	.33	.05	.88	.90
III Overall Competence	.45	.12	.35	.09	.76	.82

*p < .05

^aDue to missing data, N varies from 10 to 13

TABLE D-5
Summary of Pearson Product Moment Correlations between S-I Discrepancies and Second Term
Supervisor Ratings of Counsellor Trainee Performance on the CRS for Males (N=49)^a

	Pre			Pre			Post					
	S-I(16)			S-I(8)			S-I(16)			S-I(8)		
	r	p		r	p		r	p		r	p	
I Flexibility in Counselling												
a counsellor-client collaboration	-.12	.46		-.17	.29		-.22	.17		-.17	.29	
b attains client's perspective	-.09	.56		-.12	.45		-.22	.15		-.13	.43	
c responds appropriately	-.01	.94		-.07	.65		-.21	.18		-.08	.59	
d professionally objective	-.31	.05		-.35	.02*		-.16	.30		-.15	.34	
e handling of unexpected situations	-.10	.51		-.13	.41		-.14	.38		-.06	.72	
f appropriate interpretation	-.11	.48		-.16	.31		-.27	.09		-.26	.09	
II Response to Supervision												
a openness to supervision	-.07	.64		-.13	.53		-.14	.39		-.13	.40	
b understands dynamics	-.26	.10		-.34	.03*		-.40	.03*		-.31	.05	
c consults appropriately	-.06	.72		-.11	.53		-.11	.51		-.08	.65	
d professional commitment	-.23	.14		-.26	.10		-.12	.23		-.17	.29	
III Overall Competence	-.23	.15		-.25	.12		-.25	.11		-.22	.17	

*p < .05

^aDue to missing data, N varies from 35 to 41.

TABLE D-6

Summary of Pearson Product Moment Correlations between S-I Discrepancies and
Final Grades in Counselling Practicum for Day Students and Night Students

	Pre		Post		Post	
	S-I(16)		S-I(8)		S-I(16)	
	r	p	r	p	r	p
Final Grade Day (N=48)	-.06	.70	-.14	.36	-.09	.92
					-.02	.95
Final Grade Night (N=21)	-.14	.53	-.22	.34	.05	.82
					.07	.78

TABLE D-7

Summary of Pearson Product Moment Correlations between S-I Discrepancies and Supervisor
Ratings of Counsellor Trainee Performance on the CPE for Night Students (N=21)

	Pre			Pre			Post			Post		
	S-I(16)			S-I(8)			S-I(16)			S-I(8)		
	r	p		r	p		r	p		r	p	
<u>Supervisor 1</u>												
A Counselling Relationship	.21	.39		.16	.53		.29	.24		.25	.31	
B Professional Responsibility	.13	.61		.03	.92		.14	.59		.08	.74	
C Interest and Effort	.11	.66		.02	.95		.19	.45		.13	.59	
D Interprofessional Relationships	.06	.81		-.06	.79		.05	.85		.01	.96	
Overall Evaluation	.03	.91		.00	1.00		.15	.50		.16	.49	
<u>Supervisor 2</u>												
A Counselling Relationship	-.12	.65		-.29	.24		.04	.88		.08	.74	
B Professional Responsibility	.16	.52		-.06	.82		-.03	.89		-.13	.61	
C Interest and Effort	-.12	.64		-.21	.41		.02	.95		.04	.89	
D Interprofessional Relationships	.02	.94		-.11	.67		-.07	.78		-.15	.56	
Overall Evaluation	-.29	.21		-.39	.09		-.11	.64		-.12	.63	

NOTE: The accepted level of significance is $p < .05$.

^aDue to missing data, N varies from 18 to 21.

TABLE D-8
Summary of Pearson Product Moment Correlations between S-I Discrepancies and Supervisor
Ratings of Counsellor Trainee Performance on the CPE for Day Students (N=48)^a

	Pre			Post		
	S-I(16)		S-I(8)	S-I(16)		S-I(8)
	r	p	r	r	p	r
<u>Supervisor 1</u>						
A Counselling Relationship	.09	.53	.05	.18	.24	.14
B Professional Responsibility	.13	.39	.09	.07	.65	.04
C Interest and Effort	.04	.78	.03	.00	.97	.00
D Interprofessional Relationships	.04	.83	.00	.00	.98	.00
Overall Evaluation	.12	.42	.07	.13	.39	.10
<u>Supervisor 2</u>						
A Counselling Relationship	-.04	.80	-.06	-.13	.41	-.15
B Professional Responsibility	-.28	.07	-.31	-.13	.36	-.14
C Interest and Effort	-.06	.71	-.10	-.14	.71	-.15
D Interprofessional Relationships	-.21	.22	-.24	-.06	.37	-.06
Overall Evaluation	-.04	.77	-.08	-.13	.33	-1.0

*p < .05

^aDue to missing data, N varies from 35 to 47

TABLE D-9
Summary of Pearson Product Moment Correlations between S-I Discrepancies and Second Term Supervisor Ratings of Counsellor Trainee Performance on the CRS for Night Students (N=21)^a

	Pre		Pre		Post		Post	
	S-I(16)		S-I(8)		S-I(16)		S-I(8)	
	r	p	r	p	r	p	r	p
I Flexibility in Counselling								
a counsellor-client collaboration	-.40	.22	-.58	.06	-.26	.44	-.17	.62
b attains client's perspective	-.18	.61	-.31	.36	-.21	.54	-.09	.79
c responds appropriately	-.25	.46	-.39	.24	-.16	.65	-.05	.89
d professionally objective	-.52	.10	-.66	.03*	-.12	.72	-.21	.54
e handling of unexpected situations	-.46	.16	-.63	.04*	-.27	.43	-.19	.59
f appropriate interpretation	-.38	.25	-.56	.07	-.24	.48	-.14	.68
II Response to Supervision								
a openness to supervision	.01	.97	-.17	.62	-.30	.38	-.17	.61
b understands dynamics	-.28	.41	-.46	.15	-.08	.81	.01	.99
c consults appropriately	-.42	.21	-.57	.07	-.27	.43	-.30	.38
d professional commitment	-.57	.07	-.66	.03*	-.31	.35	-.32	.34
III Overall Competence	-.40	.23	-.56	.07	-.11	.75	-.08	.83

*p < .05

^aDue to missing data, N is 11.

TABLE D-10
Summary of Pearson Product Moment Correlations between S-I Discrepancies and Second Term
Supervisor Ratings of Counsellor Trainee Performance on the CRS for Day Students (N=48)^a

	Pre				Post			
	S-I(16)		S-I(8)		S-I(16)		S-I(8)	
	r	p	r	p	r	p	r	p
I. Flexibility in Counselling								
a counsellor-client collaboration	.05	.73	-.01	.94	-.15	.34	-.11	.50
b attains client's perspective	.06	.73	.01	.96	-.15	.32	-.08	.61
c responds appropriately	.10	.52	.04	.79	-.17	.27	-.07	.65
d professionally objective	-.10	.51	-.16	.30	-.07	.66	-.03	.86
e handling of unexpected situations	.11	.49	.07	.65	-.07	.65	.00	1.00
f appropriate interpretation	.13	.41	.07	.65	-.20	.20	-.22	.15
II Response to Supervision								
a openness to supervision	.07	.66	.06	.72	-.06	.68	-.08	.62
b understands dynamics	-.07	.65	-.15	.33	-.29	.05	-.28	.06
c consults appropriately	.21	.24	.21	.24	-.06	.72	-.03	.87
d professional commitment	.05	.74	.01	.98	-.11	.50	-.06	.68
III Overall Competence	-.02	.90	-.06	.71	-.19	.23	-.16	.30

NOTE: The accepted level of significance is $p < .05$.

^aDue to missing data, N varies from 35 to 44.

TABLE D-11

Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies
and Final Grades in Counselling Practicum for Counsellor Trainees (N=69)

	Pre		Post		Post	
	S-I(16)		S-I(8)		S-I(16)	
	F	p	F	p	F	p
Males						
N=49	6.11	.02*	6.76	.01*	1.07	.31
					1.77	.19
Females						
N=20	.03	.71	.01	.84	.06	.67
					.06	.66

*p < .05

TABLE D-12

Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies
and Supervisor Ratings of Counsellor Trainee Performance on the CPE for Females (N=20)^a

	Pre			Post		
	S-I(16)		S-I(8)	S-I(16)		S-I(8)
	F	P	F	F	P	F
						P
<u>Supervisor 1</u>						
A Counsellor Relationship	.14	.72	.25	.62	.34	.57
B Professional Responsibility	.86	.37	.57	.46	.49	.50
C Interest and Effort	.32	.58	.41	.53	.77	.39
D Interprofessional Relationships	3.49	.09	2.57	.13	2.48	.14
Overall Evaluation	1.59	.23	2.37	.14	.03	.87
<u>Supervisor 2</u>						
A Counsellor Relationship	3.53	.08	4.69	.05	.04	.84
B Professional Responsibility	1.12	.31	3.09	.10	.00	.98
C Interest and Effort	2.11	.17	3.45	.07	.97	.34
D Interprofessional Relationships	1.51	.24	1.49	.25	.02	.90
Overall Evaluation	.64	.44	.52	.48	.14	.71

NOTE: The accepted level of significance is $p < .05$.

^aDue to missing data, N varies from 14 to 20.

TABLE D-13

Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies and Supervisor Ratings of Counsellor Trainee Performance on the CPE for Males (N=49)^a

	Pre			Pre			Post		
	S-I(16)			S-I(8)			S-I(16)		
	F	p		F	p		F	p	
<u>Supervisor 1</u>									
A Counselling Relationship	4.14	.52		1.21	.28		.02	.88	.52 .48
B Professional Responsibility	1.18	.28		1.22	.28		.00	.95	.01 .93
C Interest and Effort	.51	.48		.62	.44		.38	.54	.03 .87
D Interprofessional Relationships	.59	.45		1.05	.31		.62	.44	.11 .74
Overall Evaluation	.02	.90		.02	.89		.02	.88	.17 .68
<u>Supervisor 2</u>									
A Counselling Relationship	.20	.66		.52	.48		1.65	.21	.01 .93
B Professional Responsibility	5.57	.02*		4.80	.03*		6.17	.02*	4.15 .05
C Interest and Effort	.55	.46		1.34	.25		.48	.80	.07 .64
D Interprofessional Relationships	3.09	.09		2.89	.10		3.01	.09	2.57 .12
Overall Evaluation	3.54	.07		4.06	.05		.37	.55	.87 .36

*p < .05

^aDue to missing data, N varies from 39 to 48.

TABLE D-14
Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies and Second
Term Supervisor Ratings of Counsellor Trainee Performance on the CRS for Females (N=20)^a

	Pre			Pre			Post		
	S-I(16)			S-I(8)			S-I(16)		
	F	p		F	p		F	p	
I Flexibility in Counselling									
a counsellor-client collaboration	.08	.78		.00	.95		.14	.72	.36
b attains client's perspective	.06	.82		.09	.77		.01	.93	.01
c responds appropriately	.63	.45		.44	.52		.29	.60	.51
d professionally objective	1.23	.29		.39	.55		.19	.67	.28
e handling of unexpected situations	.49	.50		.67	.43		.32	.59	.14
f appropriate interpretation	.91	.36		1.47	.25		.16	.70	.09
II Response to Supervision									
a openness to supervision	1.11	.31		2.07	.18		.13	.73	.10
b understands dynamics	.25	.63		.81	.39		.21	.65	.08
c consults appropriately	.32	.59		.02	.89		.87	.38	.23
d professional commitment	.44	.52		.12	.73		.84	.38	1.54
III Overall Competence	.46	.51		.54	.48		.00	.97	.04
									.85

NOTE: The accepted level of significance is $p < .05$.

^aDue to missing data, N varies from 10 to 13.

TABLE D-15
Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies and Second Term Supervisor Ratings of Counsellor Trainee Performance on the CRS for Males (N=49)^a

	Pre		Pre		Post		Post	
	S-I(16)		S-I(8)		S-I(16)		S-I(8)	
	F	p	F	p	F	p	F	p
I Flexibility in Counselling								
a counsellor-client collaboration	3.18	.08	4.34	.04*	2.79	.10	3.14	.04*
b attains client's perspective	2.71	.11	3.09	.09	.17	.68	.29	.59
c responds appropriately	.60	.44	1.20	.28	.74	.39	2.37	.13
d professionally objective	7.70	.01*	12.72	.00**	3.61	.06	6.23	.02*
e handling of unexpected situations	1.56	.22	1.85	.18	.04	.85	.28	.60
f appropriate interpretation	3.40	.07	3.55	.07	.71	.41	1.54	.22
II Response to Supervision								
a openness to supervision	7.45	.01*	11.91	.00**	3.10	.09	4.13	.04*
b understands dynamics	4.56	.04*	7.73	.01*	2.42	.13	5.62	.02*
c consults appropriately	.89	.35	.48	.49	.00	.98	.18	.67
d professional commitment	2.33	.14	3.32	.08	.02	.88	.15	.70
III Overall Competence	3.75	.06	4.55	.04*	.59	.45	.92	.34

*p < .05

**p < .01

^aDue to missing data, N varies from 35 to 41.

TABLE D-16
Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies and
Final Grades in Counselling Practicum for Day and Night Trainees

	Pre		Pre		Post		Post	
	S-I(16)		S-I(8)		S-I(16)		S-I(8)	
	F	p	F	p	F	p	F	p
Day Students (N=48)	5.33	.02*	8.98	.00**	3.35	.07	3.90	.05
Night Students (N=21)	.28	.61	.00	.98	.37	.55	.26	.62

*p < .05

**p < .01

TABLE D-17

Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies and Supervisor Ratings of Counsellor Trainee Performance on the CPE for Night Students (N=21)^a

	Pre			Post			Post		
	S-I(16)			S-I(8)			S-I(16)		
	F	p		F	p		F	p	
<u>Supervisor 1</u>									
A Counselling Relationship	.03	.87		.03	.87		.03	.86	
B Professional Responsibility	2.11	.17		.76	.40		.17	.68	
C Interest and Effort	2.24	.15		1.06	.32		.00	.96	
D Interprofessional Relationships	.19	.67		.00	.94		.59	.45	
Overall Evaluation	.04	.85		.72	.41		.07	.99	
<u>Supervisor 2</u>									
A Counselling Relationship	.15	.70		.04	.85		.11	.75	
B Professional Responsibility	.02	.88		.05	.82		.24	.63	
C Interest and Effort	.09	.77		.05	.82		.49	.49	
D Interprofessional Relationships	.14	.72		.81	.38		.60	.45	
Overall Evaluation	1.32	.27		.34	.57		.05	.83	

NOTE: The accepted level of significance is $p < .05$.

^aDue to missing data, N varies from 18 to 21.

TABLE D-18
Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies and
Supervisor Ratings of Counsellor Trainee Performance on the CPE for Day Students (N=48)^a

	Pre		Post		Post	
	S-I(16)	F	S-I(8)	F	S-I(16)	F
	p		p		p	
<u>Supervisor 1</u>						
A Counselling Relationship	.38	.54	1.35	.25	.06	.81
B Professional Responsibility	.12	.73	.41	.53	.02	.88
C Interest and Effort	.00	.95	.02	.88	.49	.12
D Interprofessional Relationships	.10	.75	.48	.49	.79	.38
Overall Evaluation	.14	.71	.43	.52	.10	.75
<u>Supervisor 2</u>						
A Counselling Relationship	1.93	.17	4.50	.04*	1.16	.29
B Professional Responsibility	11.33	.00**	10.90	.00**	10.93	.00**
C Interest and Effort	2.78	.10	5.74	.02*	.78	.38
D Interprofessional Relationships	5.96	.02*	7.58	.01*	5.43	.03*
Overall Evaluation	3.18	.08	6.04	.02*	2.61	.11

*p < .05

**p < .01

^a Due to missing data, N varies from 35 to 47.

TABLE D-19

Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies and Second Term Supervisor Ratings of Counsellor Trainee Performance on the CRS for Night Students (N=21)^a

	Pre			Pre			Post		
	S-I(16)			S-I(8)			S-I(16)		
	F	p		F	p		F	p	
I Flexibility in Counselling									
a counsellor-client collaboration	3.56	.10		.75	.41		.12	.18	.01
b attains client's perspective	.70	.43		.07	.80		1.61	.24	.59
c responds appropriately	.14	.72		.12	.74		.85	.38	.18
d professionally objective	2.20	.18		.84	.39		.21	.66	.90
e handling of unexpected situations	2.28	.17		.47	.51		.22	.64	.08
f appropriate interpretation	.56	.48		.06	.81		.39	.55	.12
II Response to Supervision									
a openness to supervision	1.37	.28		.65	.44		.11	.75	.07
b understands dynamics	1.31	.29		.03	.88		.76	.41	.26
c consults appropriately	5.80	.04*		6.09	.04*		.46	.52	.81
d professional commitment	11.08	.01*		15.78	.00**		.15	.71	.37
III Overall Competence	1.11	.32		.04	.84		.34	.58	.18

*p < .05

**p < .01

^aDue to missing data, N is 11.

TABLE D-20

Summary of F Ratios Obtained from Curvilinear Analysis between S-I Discrepancies and Second Term Supervisor Ratings of Counsellor Trainee Performance on the CRS for Day Students (N=48)^a

	Pre		Pre		Post		
	S-I(16)	F	S-I(8)	F	S-I(16)	S-I(8)	
I Flexibility in Counselling							
a counsellor-client collaboration	1.49	.23	4.07	.05	6.48	.01*	7.14 .01*
b attains client's perspective	2.07	.16	4.35	.04*	1.85	.34	1.99 .17
c responds appropriately	.38	.54	2.15	.15	3.28	.08	6.35 .02*
d professionally objective	5.12	.03*	12.57	.00**	10.68	.00**	19.90 .00**
e handling of unexpected situations	.09	.76	1.45	.24	1.01	.32	1.69 .20
f appropriate interpretation	2.70	.11	7.96	.01*	4.92	.08	7.19 .01*
II Response to Supervision							
a openness to supervision	7.38	.01*	15.78	.00**	4.88	.03*	5.17 .03*
b understands dynamics	4.07	.05	12.41	.00**	6.20	.02*	11.40 .00**
c consults appropriately	.66	.42	.16	.69	.05	.82	.03 .87
d professional commitment	.11	.75	.41	.53	.23	.64	.17 .68
III Overall Competence	2.75	.11	7.13	.01*	3.35	.07	4.07 .05

*p < .05

**p < .01

^aDue to missing data, N varies from 35 to 44.

TABLE D-21

Summary of Pearson Product Moment Correlations between S-I Discrepancies and Self-Ratings of Counsellor Trainee Performance on the CPE for Females (N=20)

	Pre			Post		
	S-I(16)			S-I(16)		
	r	p		r	p	
<u>Self-Rating 1</u>						
A Counselling Relationship	.14	.58	.13	.63	.22	.40
B Professional Responsibility	.16	.54	-.10	.71	-.34	.18
C Interest and Effort	-.40	.11	-.35	.16	-.20	.44
D Interprofessional Relationships	.05	.84	.11	.68	-.01	.96
Overall Evaluation	-.29	.27	-.31	.25	-.13	.63
<u>Self-Rating 2</u>						
A Counselling Relationship	.13	.62	.10	.71	-.19	.46
B Professional Responsibility	.05	.85	.07	.79	-.07	.80
C Interest and Effort	.18	.48	.18	.49	-.12	.65
D Interprofessional Relationships	.11	.69	.18	.49	-.19	.48
Overall Evaluation	-.17	.51	-.18	.50	-.25	.34

NOTE: The accepted level of significance is $p < .05$.

TABLE D-22

Summary of Pearson Product Moment Correlations between S-I Discrepancies and
Self-Ratings of Counsellor Trainee Performance on the CPE for Males (N=49)

	Pre				Post			
	S-I(16)		S-I(8)		S-I(16)		S-I(8)	
	r	p	r	p	r	p	r	p
<u>Self-Rating 1</u>								
A Counselling Relationship	-.30	.05	-.31	.04*	-.25	.08	-.19	.21
B Professional Responsibility	-.14	.37	-.17	.26	-.26	.08	-.17	.26
C Interest and Effort	-.39	.01*	-.39	.01*	-.39	.01*	-.35	.02*
D Interprofessional Relationships	-.02	.89	-.04	.77	-.15	.33	-.09	.55
Overall Evaluation	.09	.56	-.13	.38	-.30	.04*	-.28	.06
<u>Self-Rating 2</u>								
A Counselling Relationship	-.22	.14	-.21	.16	-.34	.02*	-.34	.02*
B Professional Responsibility	-.13	.38	-.12	.44	-.35	.01*	-.28	.05
C Interest and Effort	-.38	.01*	-.33	.02*	-.39	.01*	-.37	.01*
D Interprofessional Relationships	-.47	.00**	-.48	.00**	-.49	.00**	-.44	.00**
Overall Evaluation	-.40	.01*	-.37	.01*	-.51	.00**	-.49	.00**

*p < .05

**p < .01

TABLE D-24

Summary of Pearson Product Moment Correlations between S-I Discrepancies and
Self-Ratings of Counsellor Trainee Performance on the CRS for Males (N=49)

	Pre			Post		
	S-I(16)	S-I(8)	S-I(16)	S-I(8)	S-I(16)	S-I(8)
	r	p	r	p	r	p
I Flexibility in Counselling						
a counsellor-client collaboration	-.42	.00 **	-.42	.00 **	-.34	.02 *
b attains client's perspective	-.27	.06	-.20	.18	-.14	.34
c responds appropriately	-.11	.48	-.13	.40	-.27	.07
d professionally objective	-.29	.05	-.30	.04 *	-.34	.02
e handling of unexpected situations	-.29	.04 *	-.25	.09	-.36	.01 *
f appropriate interpretation	-.04	.76	-.05	.73	-.30	.04 *
II Response to Supervision						
a openness to supervision	-.39	.01 *	-.42	.00 **	-.38	.01 *
b understands dynamics	-.29	.05	-.34	.02 *	-.51	.00 **
c consults appropriately	-.37	.01 *	-.36	.01 *	-.27	.06
d professional commitment	-.16	.27	-.18	.22	-.25	.08
III Overall Competence	-.43	.00 **	-.38	.01 *	-.52	.00 **

*p < .05

**p < .01

TABLE D-25
Sixteenth Means and Standard Deviations for
Counsellor Trainees' ICL Self Concept Ratings

Sixteenth	Pre Self Concept N=69		Post Self Concept N=69	
	Mean	S.D.	Mean	S.D.
A-Managerial	7.04	4.99	7.06	4.40
B-Exploitive	7.42	3.42	7.23	3.04
C-Competitive	5.77	3.05	5.75	2.90
D-Aggressive	7.78	3.52	8.07	3.14
E-Blunt	6.04	3.29	5.62	2.76
F-Skeptical	5.46	3.79	4.86	3.26
G-Distrustful	5.77	4.29	5.28	3.80
H-Self-effacing	6.49	4.46	6.23	4.68
I-Modest	5.39	3.92	5.33	4.24
J-Docile	7.00	3.71	6.64	3.30
K-Dependent	8.32	3.35	7.80	3.77
L-Cooperative	6.07	3.33	6.52	3.32
M-Overconventional	9.17	4.66	8.66	4.38
N-Overgenerous	9.84	4.44	9.78	4.07
O-Responsible	7.16	4.67	7.61	4.28
P-Autocratic	8.52	3.34	8.68	3.83

TABLE D-26

Sixteenth Means and Standard Deviations for
Counsellor Trainees' ICL Ideal-Self Concept Ratings

Sixteenth	Pre Ideal-Self Concept N=69		Post Ideal-Self Concept N=69	
	Mean	S.D.	Mean	S.D.
A-Managerial	8.03	2.62	7.87	2.07
B-Exploitive	8.04	1.75	8.16	1.85
C-Competitive	5.77	2.27	5.58	1.97
D-Aggressive	7.29	2.12	7.28	1.96
E-Blunt	5.01	2.35	4.99	2.15
F-Skeptical	2.54	1.72	2.51	1.58
G-Distrustful	1.93	1.89	1.67	1.53
H-Self-effacing	2.45	2.12	1.83	1.63
I-Modest	3.93	1.99	3.59	2.07
J-Docile	5.67	2.63	5.28	2.72
K-Dependent	6.52	2.81	6.19	2.92
L-Cooperative	6.55	3.28	5.77	3.13
M-Overconventional	13.54	4.76	13.87	4.62
N-Overgenerous	10.62	3.81	9.99	3.78
O-Responsible	9.42	3.35	8.78	3.35
P-Autocratic	9.43	2.33	9.68	2.82

TABLE D-27
Octant Means and Standard Deviations for
Counsellor Trainees' ICL Self Concept Ratings

Octant	Pre Self Concept N=69		Post Self Concept N=69	
	Mean	S.D.	Mean	S.D.
AP-Managerial- Autocratic	15.57	7.39	15.74	7.11
BC-Competitive- Exploitive	13.19	5.45	12.99	4.83
DE-Blunt- Aggressive	13.83	5.74	13.70	4.96
FG-Skeptical- Distrustful	11.23	7.06	10.13	5.95
HI-Modest- Self-effacing	11.88	7.44	11.57	7.57
JK-Docile Dependent	15.32	6.17	14.43	6.05
LM-Cooperative- Overconventional	15.24	6.97	15.18	6.77
NO-Responsible- Overgenerous	17.00	8.27	17.39	7.27

TABLE D-28

Octant Means and Standard Deviations for
Counsellor Trainees' ICL Ideal-Self Concept Ratings

Octant	Pre Ideal-Self Concept N=69		Post Ideal-Self Concept N=69	
	Mean	S.D.	Mean	S.D.
AP-Managerial- Autocratic	17.46	3.85	17.55	3.87
BC-Competitive- Exploitive	13.81	3.02	13.74	3.11
DE-Blunt- Aggressive	12.30	3.08	12.26	3.17
FG-Skeptical- Distrustful	4.46	2.88	4.17	2.29
HI-Modest- Self-effacing	6.37	3.16	5.42	3.07
JK-Docile- Dependent	12.19	4.57	11.46	4.62
LM-Cooperative- Overconventional	20.09	7.34	19.64	6.68
NO-Responsible- Overgenerous	20.04	6.15	18.77	6.11

TABLE D-29

Summary of Means and Standard Deviations of S-I
Congruence Discrepancies for Counsellor Trainees

	Total Sample N=69	Males N=49	Females N=20
Pre S-I(16)			
Mean	16.9	17.7	16.0
S.D.	6.2	5.9	5.6
Pre S-I(8)			
Mean	20.0	21.0	18.4
S.D.	8.4	8.3	7.6
Post S-I(16)			
Mean	16.4	16.6	15.9
S.D.	6.0	6.2	5.5
Post S-I(8)			
Mean	18.8	18.8	18.7
S.D.	8.3	8.7	7.2

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